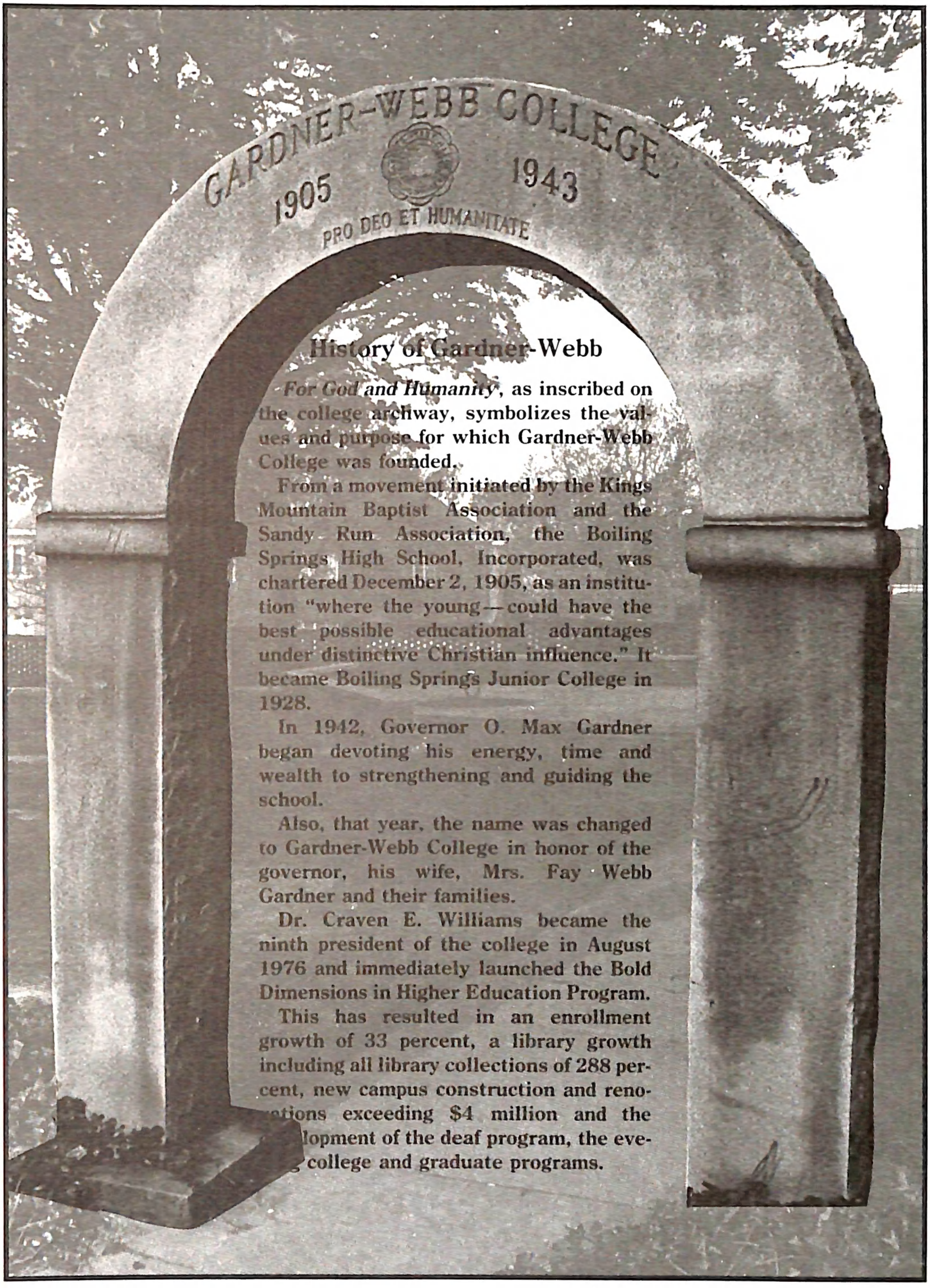
Gardner-Webb College

Catalog 1983-84

PRO DEO ET HUMANITATE



History of Gardner-Webb

For God and Humanity, as inscribed on the college archway, symbolizes the values and purpose for which Gardner-Webb College was founded.

From a movement initiated by the Kings Mountain Baptist Association and the Sandy Run Association, the Boiling Springs High School, Incorporated, was chartered December 2, 1905, as an institution "where the young—could have the best possible educational advantages under distinctive Christian influence." It became Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school.

Also, that year, the name was changed to Gardner-Webb College in honor of the governor, his wife, Mrs. Fay Webb Gardner and their families.

Dr. Craven E. Williams became the ninth president of the college in August 1976 and immediately launched the Bold Dimensions in Higher Education Program.

This has resulted in an enrollment growth of 33 percent, a library growth including all library collections of 288 percent, new campus construction and renovations exceeding $4 million and the development of the deaf program, the evening college and graduate programs.



Gardner-Webb College

Dear Friend:

At Gardner-Webb College personal and intellectual growth are the goals we set for our students, and we work at translating these goals into the sum total of the experiences of those who come here as students. The choices they make and how they follow through on them determine the kind of education they receive and the kind of person they become.

Gardner-Webb College is a college committed to the Christian church. We believe that faith as well as learning makes the whole person. We insist on a fearless, penetrating search for truth in all realms of knowledge, and while we deny no one the right of inquiry, we uphold the claim of the Christian faith that all truth is of God. We are concerned with outlooks on life as well as information about life. We believe there is more than the human dimension in education; there is the divine.

Gardner-Webb College does not present a segmented way of life. It provides a blending of experiences which can give you the chance to find out who you are, what life has to offer, and what you have to offer in service to society.

As you examine the pages that follow, I hope you will sense something of what makes Gardner-Webb College a special place. I hope, too, that you will want to know more about us than printed pages can convey. We are eager for you to understand how this college can relate to your individual needs.

Sincerely,

Craven Williams

Craven E. Williams
President

Gardner-Webb College Boiling Springs, North Carolina 28017 Telephone 704-434-2361

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Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the college and students for the academic year in which it is in force. The college reserves the right to make necessary changes and corrections. Where changes are made in graduation requirements the college accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes. Appeals may be handled as described on page 47.

General Information

Accreditation

Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools. It is also accredited by the National League of Nursing, and The National Association of Schools of Music, and is authorized by the immigration authorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scriptures, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

The purpose of Special Studies at Gardner-Webb College is to provide baccalaureate degree or personal enrichment educational opportunities for qualified adult learners. Specific emphasis is given to providing these special studies experiences during the evening hours near the student's home or place of occupation.

History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young... could have the best possible educational advantages under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the school. Also that year, the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was also marked by the college's admission to the North Carolina Baptist family of colleges in 1946 and accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college's full accreditation as a senior college in 1971.

Dr. Craven E. Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began August 1976.

The Greater Opportunities for Adult Learners (GOAL) Program, an Evening College academic program designed primarily for junior transfer students, was initiated in the fall semester of 1978. A Master of Arts in Education program was implemented in the summer of 1980. The Degree Program for the Deaf was begun in 1977. The Broyhill Academy for the Study of Independent Concepts was established in 1978. The Summer Enrichment Experience for gifted students began in the summer of 1980.

In 1982, the Davis School of Nursing was begun which incorporated a new degree, the Bachelor of Science in Nursing, and the existing degree, the Associate of Arts in Nursing. In 1982 the B. E. Morris Academy for Christian Studies was established, and the Program for the Blind and Visually Impaired was initiated in 1983.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A. C. Lovelace, 1935-36; George J. Burnett, 1936-39; J. R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven Edward Williams, 1976-

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

The campus encompasses 200 acres. The buildings and facilities are described in detail in subsequent sections of this catalog.

Academic Programs

Gardner-Webb offers five distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year Baccalaureate Degree Program. The Master of Arts degree is offered in selected programs. The Associate Degree Program is a two-year program of study in the areas of business, interpreter training, and nursing, resulting in the Associate in Arts degree. The Bachelor of Science in Nursing degree is a two-year program of study for registered nurses. Through a cooperative program with the Bowman Gray School of Medicine students may earn a Bachelor of Science degree leading to certification as a Physician Assistant. In conjunction with either the Bowman Gray School of Medicine or the Charlotte Memorial Hospital, Gardner-Webb awards the Bachelor of Science degree in medical technology.

The Broyhill Academy for the Study of Independent Concepts

The Broyhill Foundation, Inc. endowed the Academy and Gardner-Webb College is responsible for its operation. Other businesses and individuals have made sizeable gifts since the program was initiated. The Broyhill Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications the program provides information relative to economic, social, and ethical issues.

B. E. Morris Academy for Christian Studies

The Reverend B. E. Morris, his family, and friends contributed generously to endow the B. E. Morris Academy for Christian Studies. The academy sponsors special learning opportunities both on and off campus to assist church and denominational leaders in their ministries. Workshops, short courses, retreats, lectures and seminars are used to teach biblical skills to enhance church growth and personal faith.

Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Qualified interpreters, counselors, tutors, and note-takers enable the hearing-impaired students to attend fully integrated classes and extra-curricular activities of the college.

Gardner-Webb College wants to help every student with hearing impairment receive a quality education. Deaf students or students with a mild hearing impairment can profit from the program at Gardner-Webb. Students who have a hearing loss should consider whether these opportunities fit their needs.

Entrance Requirements for Deaf Students: Special consideration is given to applications from deaf students. If necessary, the SAT score can be waived. Gardner-Webb has a Developmental Program designed to give special help to the student who may be lacking proficiency in English, mathematics, or reading.

Dormitories: Dormitories are equipped with visual fire alarms, doorbell lights, and TTY's. Deaf students may room together if they choose. Several telephones are equipped with amplifiers for students with residual hearing.

Interpreter Services: Qualified interpreters are provided whenever a deaf student needs interpreting services. Interpreters are provided upon request for conferences with professors, socials, programs, plays, and church services at nearby churches. All chapel services are interpreted.

Tutors: If the student encounters difficulties with homework, tutors skilled in sign language are available upon request to assist the deaf student with assignments.

Sound Equipment: Tape recorders are available to deaf students who wish to tape the classroom lecture. The tutor can play the tape later and answer questions the deaf student may have. Gardner-Webb is constantly alert for any electronic sound amplification equipment that will aid the hearing-impaired student in the classroom. A speech analyzer is used in the developmental department to assist the student with speech problems. Classrooms are equipped with inductive loops which will permit hearing-impaired students to hear the lectures through their own hearing aids provided they are equipped with a telephone pickup. Such aids have a "T" on them.

Notetakers: A hearing student is designated as notetaker for the deaf students in each class. The notetaker duplicates a set of notes for each deaf student.

Study Areas: If a student encounters problems studying in the dormitory room or in the study areas of the library because of visual distractions, space is available for deaf students to study in the Sign Post, the center for the Deaf Program. The Sign Post is the office, lounge, and study area for the Degree Program for the Deaf. A TTY is available at the Sign Post in addition to those in the dormitories.

Counseling: A full-time director is available for counseling deaf students any time such counseling is requested. The director is proficient in sign language.

VIP Weekends: Prospective students are invited to visit the campus, eat in the cafeteria, and attend special functions planned for them on VIP (Very Important Person) Weekends. Conferences with faculty members may be arranged if desired. Interpreters

are provided for all functions. There is no charge to the visiting student. For information, write the college and ask for information on *VIP Weekends*. Interested students may visit the campus at any time and will be provided a tour of the campus with an interpreter. If you are interested in a visit at a time other than a *VIP Weekend,* call 704-434-2371 (TTY and voice) or write: Degree Program for the Deaf, Gardner-Webb College, Boiling Springs, N.C. 28017.

Program for the Blind and Visually Impaired

A generous grant from the Kate B. Reynolds Health Care Trust of Winston-Salem, North Carolina provides Gardner-Webb College with a program to enable blind and visually impaired students to have full access to a baccalaureate education. The director of the program gives academic, personal, and career guidance to blind students.

Program for Rising High School Seniors

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb while still enrolled in high school. College credit for work successfully completed will be granted subsequent to high school graduation.

Study Abroad

Through the Broyhill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel in the United States, Europe, Latin America, and the Mediterranean area.

The Foothills View

Gardner-Webb College owns and operates a weekly newspaper, *The Foothills View,* which has a readership of 10,000. The newspaper is devoted to community reporting and provides journalistic training and experience for Gardner-Webb students.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and is offered only by the student's major department.

Independent study is open to students with junior and senior standing and requires departmental approval for each participating student. No more than six semester hours credit in independent study may be applied toward graduation requirements.

Special Studies Program

Gardner-Webb College provides a comprehensive Special Studies Program consisting of an Evening College, Summer School, Summer Enrichment Experience (SEE) Program, and a variety of continuing education unit experiences. The Greater Opportunities for Adult Learners (GOAL) Program provides opportunities for students possessing an

A.A. or A.A.S. degree or equivalent in a specified curricular area, as identified by Gardner-Webb, to continue their studies, culminating in a baccalaureate degree. GOAL Programs are available in the following curricular areas: Business Administration, Criminal Justice, Early Childhood Education (K-3), Human Services, Middle School Education (4-9), Management, and Management Information Systems (MIS). In addition to the Gardner-Webb campus, GOAL Programs are provided in the following regional locations: Charlotte, Caldwell County, Dallas, Dobson, Lexington, Morganton, Newton, Spindale, Statesville, and Winston-Salem, North Carolina, and in Horry County and Spartanburg, South Carolina. For detailed information on GOAL Programs, consult the *Special Studies Bulletin.*

The Management Education Program provides a complete four-year degree program in Business Administration/Management delivered on site for the employees of a specific business or industry. Management Education Programs are currently provided for employees of Dover Textiles, Duke Power Company (McGuire Plant), and Freightliner Corporation.

Summer school consists of day and evening courses designed for students who (1) desire to shorten the time required to complete requirements for a degree, (2) wish to enrich their educational experience by pursuing self-selected courses, and (3) wish to take courses that they need to meet graduation requirements. High school graduates are encouraged to begin their college careers during the summer. Any student enrolled at another college may present a notice from his/her own college approving attendance at Gardner-Webb, and credit will be transferred to his/her college. The Summer School is accredited by the Southern Association of Colleges and Schools. For detailed information, consult the Summer School brochure.

Gardner-Webb College provides a variety of continuing education experiences that enable participants to earn Continuing Education Unit (CEU) credits. These experiences are designed primarily for adults in the professional and technical occupations who desire to update and improve their knowledge and skills.

Summer Enrichment Experience (SEE) Program

Summer Enrichment Experience Program is a comprehensive three-week summer residential experience designed for gifted middle/junior high school age students (grades 6-9). The students live in college dormitories and participate in an enriched academic program conducted by regular Gardner-Webb faculty.

Graduate Program

The graduate studies program consists of a Master of Arts in Education Program in the following curricular areas: Early Childhood (K-3), Health and Physical Education (K-12), Middle School (4-9), and Reading (K-12). Graduate courses are provided during the evening in the fall and spring semesters and during the day in a six-week summer school term. For more information on graduate programs, consult the *Graduate Studies Bulletin.*

Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick. It houses an auditorium, a number of classrooms, and

offices. In 1982, this building was placed on the National Registry of Historical Places.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, Bost is located between Decker Hall and the athletic field. In addition to a basketball court, it contains one classroom, a first aid room, lockers, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related camps, and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, this building was constructed and furnished by the family of the late Governor O. Max Gardner. The first floor contains a band room, music studios, practice rooms, and the ceramics laboratory. A recital hall, practice rooms, and offices are on the main floor.

The Suttle Tennis Courts: Four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. The courts were completely renovated and lighting was provided in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building: The original structure was completed in the fall of 1960. This building houses administrative offices. The building was built by the O. Max Gardner Foundation in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great-grandparents. The building was doubled in size by an addition completed in 1973.

The A. T. Withrow Science Building: Named in honor of the late Mr. A. T. Withrow of Charlotte, a benefactor of the college, the building has facilities for biology, chemistry, physics, a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two-story building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional, featuring a student lounge furnished in honor of the late Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The student services offices, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.



The Lutz-Yelton Convocation Center: Completed during the 1981-82 academic year, the 64,000 square foot structure includes a regional athletic arena and a 600-seat theatre. Classrooms and student activity areas are within the building. Constructed at a cost of $3.7 million, the building is the center of cultural and athletic activities for the area.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, North Carolina.

The David Lindsay Classroom Building: This three story, air-conditioned building was completed in 1967. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winifred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices are located in this building.

The Blanton House: In 1981, the children of George and Ida Wood Blanton gave their family home to the college. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby, and is the home of the president and his family.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. The tower, built in 1969, is in memory of Mr. Joseph Linton Suttle and Dr. Zeno Wall.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix, of High Point, North Carolina. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWG began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: This building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 300,000 books, bound periodicals, audio-visual materials, phonograph records, micro-film, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. Located across from the Library is the Kathleen Nolan Dover Garden. This garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College and an advocate of Christian higher education. This building houses the teacher education classes, mathematics classes, and a number of art classes.

Admissions



Admissions

Requests for application forms and catalogs should be addressed to the Dean of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered according to guidelines established by the Admissions and Financial Aid Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Acceptance of students for admission to the college does not automatically guarantee their entrance into any particular program of the college. Departmental approval is necessary for entry into any departmental program and/or major.

Gardner-Webb College is committed to its responsibility as a liberal arts college within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of age, sex, handicap, race, color, or national or ethnic origin.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted as soon as possible after the junior year. Applications for the spring semester should be received by December 1. Summer school applications should be filed before May 1.

Advance deposits are required of students accepted for first-time admission, and former students who have not attended Gardner-Webb for one or more semesters. Details are included at the end of this section under the heading 'Advanced Deposits.'

Campus Visitation and Interview

Although an interview is not required for admission to Gardner-Webb, campus visits are encouraged. It is preferred that applicants and prospective students make appointments in advance for interviews or campus tours, which may be scheduled between 9:00 a. m. and 4:00 p. m., Monday through Friday. Saturday interviews may be scheduled from 9:00 a. m. until noon. Three prospective student visitation days, or VIP days, are planned during the school year. Please contact the Admissions Office at 0-704-434-2214 (out-of-state) or 1-800-222-2311 (in-state) for further information about VIP days or to schedule a private visit.

Admission of Freshmen

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. SAT scores from the College Board or ACT scores from the American College Testing Program.
4. An application fee of $15.

Conditions for Acceptance

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Natural Science, 1 unit; Electives, 4 units.

Advanced Placement

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass / fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.
4. Unsatisfactory scores will not become a part of the student's record.
5. A CLEP test on any subject may be taken only one time.
6. Concerning the General Examinations for freshmen applicants:
   (a) The student must submit a score at or above 500 on each test.
   (b) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:
      (1) A maximum of three semester hours credit may be granted for each test.
      (2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
   (c) Credit thus granted may be applied to the student's course of study only as basic courses or free electives.
7. Concerning the Subject Examinations:
   (a) The student must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.
   (b) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.
   (c) Credit thus granted may be applied to the student's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Academic Dean. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course in the student's educational objectives and program.

Servicemen's Opportunity College: Gardner-Webb College actively seeks students from among America's past and present service men and women. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.*
3. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
4. An official transcript from each institution attended.
5. An application fee of $15.

Conditions for Acceptance

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

Advanced Standing

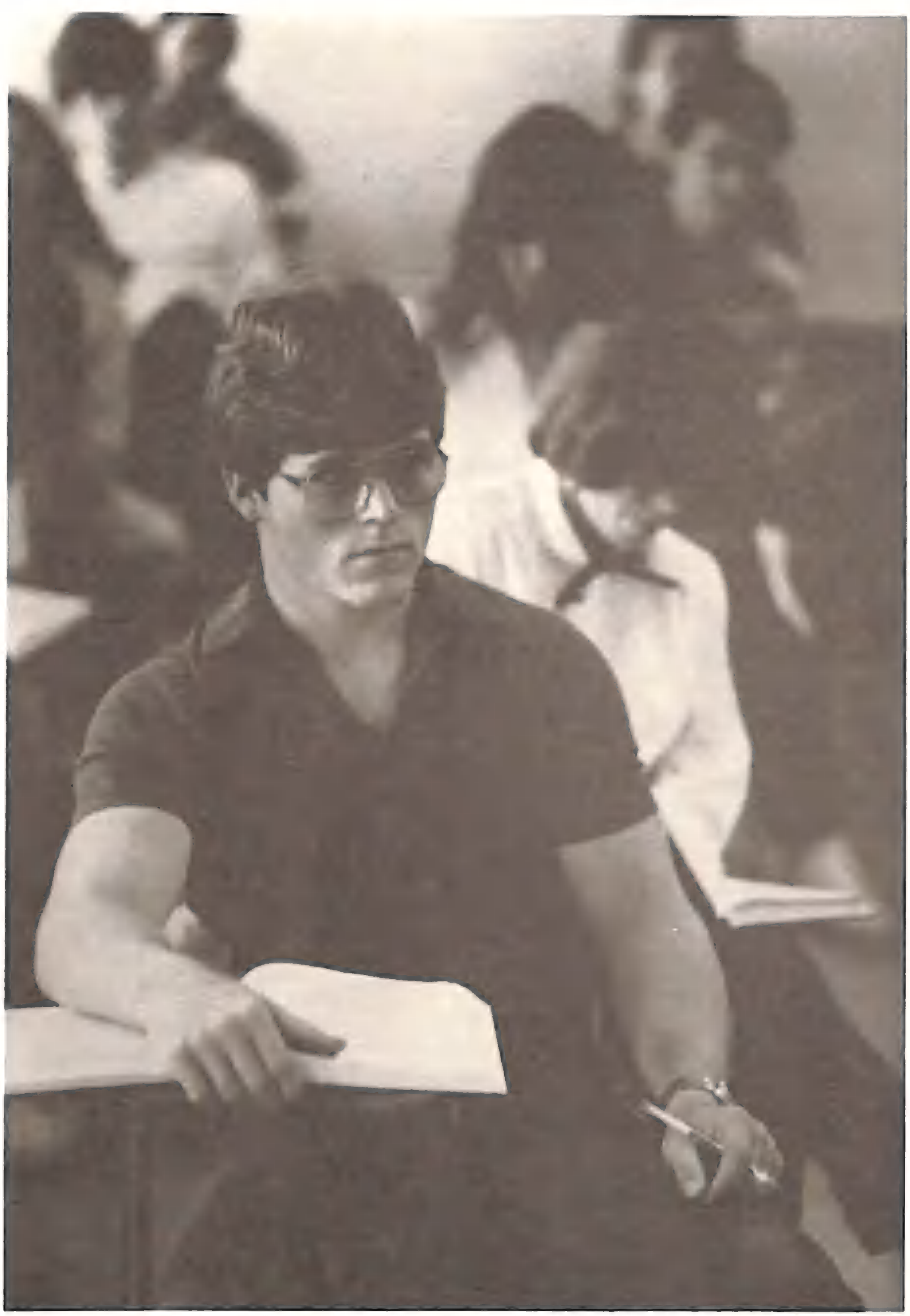
General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level and evaluation of transfer courses which are determined to be Gardner-Webb equivalents are to be coordinated by the Academic Dean. Transfer credit will be evaluated from institutions which have regional accreditation status. Transfer credit from non-accredited institutions must be presented to the Educational Policy Committee for action.

The National Guide prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.

* Students who have successfully completed 15 semester hours credit at another institution may be excused from this requirement if they have at least a 2.0 grade point average.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours of subsequent study must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.



Provisional Acceptance

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. In order to qualify for provisional admission, a student must present all academic transcripts which are available and agree to complete requirements prior to mid-term.

Readmission of Former Students

Students who are not in attendance for one or more semesters or withdraw during a semester for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

Admission of Other Students

The Dean of Admissions should be contacted for details concerning the admission of the following types of students:

1. Credit: (a) college graduates; (b) rising high school seniors
2. Non-Credit: (a) music students; (b) auditors; (c) others

Foreign Students: In order to be considered for admission to Gardner-Webb College, foreign students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to financially support themselves while in the United States.

No Form I-20 will be sent until the above documents have been received by the Admissions Office.

Advanced Deposits

An advanced deposit of $100 for boarding students and $50 for commuting students should be sent to the Admissions Office within thirty days of acceptance as the student's indication of acceptance of the offer of admission. The deposit for fall semester is refundable until May 1 preceding enrollment. The deposit for spring semester is refundable until December 1 preceding enrollment. The advanced deposit for summer school is $25. Students accepted for the fall semester after May 1, or spring semester after December 1, should make the deposit within ten days. The deposit is not refundable in this case.

An extension of the thirty day period will be granted upon request.

Admissions to Graduate Study

Refer to Graduate Catalog.

Financial Information



General Statement: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Payment of Account: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Vice-President for Business and Finance or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

Charges: Support through the Baptist State Convention of North Carolina, the Independent Grant Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	**Per Semester**
Tuition	$1765
Board*	See Below
Room Rent:	
Air-Conditioned — Deluxe Dormitory	$470
Air-Conditioned — Mobile Units	$430
Regular Dormitory and Community Housing	$385
Special Fees	
Music — Piano, Voice, Instruments (Private)	
Two lessons (1 hour) per week	$215
One lesson (½ hour) per week	$125
Music — Organ (Private)	
Two lessons (1 hour) per week	$225
One lesson (½ hour) per week	$130
Students wishing to take more than two private lessons per week will be charged an additional $90 per lesson for Piano, Voice, and Instrument and $95 per lesson for Organ.	
Class Instruction in Applied Music (Piano, Voice, Guitar)	$40
Data Processing	$30
Art	$40
Other Charges	
Application fee (non-refundable)	$15
Key Deposit (refunded when returned)	$5
Late Registration Fee	$15
Schedule Change (after registration day)	$5
Change of Course (including course drops)	$5
Make Up Test	$2
Make Up Final Exam	$5
Vehicle Registration	$20
Transcripts (first copy is free)	each $2
Insurance (Waiver Basis)	$80

**Board — The college offers a choice of two meal plans: a 5-day Mon-Fri., and a 7-day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance, but based on current rates board will cost approximately $550 to $605 each semester.*

Due to the difference in individual class schedules, it is not possible to determine in advance the cost of books and supplies. However, books and supplies normally cost between $80 and $110 per semester, depending upon the courses taken each semester.

1. Students taking less than 12 credit hours will be charged the credit hour rate ($105).
2. Students taking 12 to 18 hours inclusive will be charged full tuition.
3. Students taking over 18 credit hours will be charged full tuition plus the cost per credit hour for every hour over 18.
4. Evening College students are charged at a rate of $67 per semester hour for evening classes only.
5. Graduate students are charged at a rate of $67 per semester hour.

No special permission is required for students taking more than 18 credit hours. Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge. Area residents not desiring college credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Advanced Deposits: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester, and by December 1 for the spring semester. Students accepted after these dates are expected to send the deposit within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposit by April 15 for the fall semester. Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance deposits will be credited toward charges when the student has enrolled for classes.

After May 1 and December 1, all advance payments are not refundable.

Refund Policy: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester. The fees collected are used to meet these commitments, most of which continue throughout the year. *Registration in the college is considered a contract binding the student and his / her parents for charges for the entire semester.*

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to reenter, a pro-rata refund of tuition, fees, room, and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

Financial Assistance

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. All aid is administered by the Admissions and Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. There is no discrimination on the basis of race, religion, or sex in the administration of the financial aid programs of Gardner-Webb College.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advanced planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan may include various combinations of scholarship awards, grants, loans, and other aid sources. Students having financial needs should contact the Financial Aid Director.

Procedures for Applying for Financial Assistance

1. File an application for admission to the college with the Director of Admissions.
2. File a financial need analysis form. The American College Testing Program form (Family Financial Statement) is preferred; however the College Scholarship Service form (Financial Aid Form) is acceptable. Forms may be obtained from the Financial Aid Office at Gardner-Webb College or from a high school guidance office.
3. Arrange to come to the campus for a personal interview when requested by the Admissions and Financial Aid Committee.

Financial aid awards are made when the applicant has been accepted for admission, has paid the reservation deposit to the college, and it has been determined by information provided by the applicant that he/she is eligible to receive the aid offered.

Renewal of scholarships, grants-in-aid, and loans are conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made before April 1.* Applications received after April 1 can be considered by the committee only in terms of available funds.

Students are considered to be making satisfactory progress if they are eligible to remain in school, and may receive the Pell Grant if they are eligible according to their Student Aid Report provided they do not owe a refund for a previous Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, National Defense/Direct Student Loan, or Guaranteed Student Loan.

To be considered for work or loans a student must maintain a 2.0 cumulative grade point average. Students applying for all Gardner-Webb College funded scholarships awarded by the Financial Aid Office must maintain at least a 2.5 cumulative grade point average and will be evaluated at the end of the spring and/or end of the summer terms.

To be consistent with the college retention policy, students may be considered for assistance for the work or loan programs if they had a 2.0 grade point average on their last semester of work even though they may not have a cumulative 2.0 grade point average.

Any variation from the above policy must be approved by the Admissions and Financial Aid Committee. The process for an appeal is as follows:

1. Student will appeal to the Financial Aid Director
2. Student will appeal to the Dean of Admissions
3. Appeal in writing to the Admissions and Financial Aid Committee
4. Appeal to the President of the College

Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Box 955, Gardner-Webb College, Boiling Springs, N.C. 28017.

Gardner-Webb College Scholarships

Academic Scholarships

Gardner-Webb Presidential Scholarships: Each year nine students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the nine presidents of Gardner-Webb College. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb College, and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of scholarship and continues to demonstrate strong leadership ability and commitment to service while at Gardner-Webb College.

Gardner-Webb Honor Scholarships: The applicant must rank in the upper 10 percent of his/her high school graduating class. The range of these scholarships is $500 to $1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on credit courses taken.

Gardner-Webb Trustee Scholarships: The applicant must rank in the upper 25 percent of his/her high school graduating class. The range of these scholarships is $300 to $800 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships; The applicant must rank in the upper 25 percent of his junior college graduating class. The range of these scholarships is up to $500 each year for a resident student and up to $300 each year for a commuting student.

Christian Service Scholarships

Charles I. Dover Scholarship: The Dover Foundation, through a gift of $10,000 in 1976, has endowed a $600 annual scholarship for a student preparing for a full-time church-related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Organization. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or denomination. Application may be made through the Christian Service Organization.

Christian Service Organization Scholarships: The Christian Service Organization of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gift income is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a 2.5 quality point ratio on all work attempted and provided he or she submits the application by July 1 for fall semester and December 1 for spring semester.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Admissions and Financial Aid Committee.

Endowed Scholarships

The Fred L. and Sallie N. Abrams Endowed Memorial Scholarship Fund: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floy A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County. The earnings from the endowment are to be awarded annually on Awards Day to a needy and worthy student studying for the ministry. Determination of the recipient is to be made by the Admissions and Financial Aid Committee though established financial need procedures.

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

Lena Niven Ayers Christian Vocation Scholarship Fund: Established in 1975 by Mr. and Mrs. John F. Ayers, Jr. of Charlotte, North Carolina, in loving memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers, the funds are to be distributed to needy students pursuing a full-time Christian vocation.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created an endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Admissions and Financial Aid Committee of the college.

The Minerva C. Bland Endowed Memorial Scholarship Fund: Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both of whom graduated from Gardner-Webb College, established the fund to honor Minerva C. Bland. The purpose of the fund is to provide scholarships to worthy and needy students.

C. A. Brittain Memorial Scholarship: Established by Mrs. C. A. Brittain in 1977, in memory of C. A. Brittain of Casar, North Carolina, this scholarship fund has been established to express a commitment to Christian higher education. Awards are made to music students who are in need of financial assistance as determined by the college through established financial need procedures.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

The D. Harding Caldwell Memorial Endowed Scholarship Fund: The Mountain View Baptist Church of the South Fork Association established this memorial to their pastor. Scholarships will be awarded annually to a student from the Mountain View Church preparing for full-time Christian service, or a student from Catawba or Lincoln County preparing for full-time Christian service, or a worthy recipient preparing for full-time Christian service.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded.

Mrs. Cora C. Costner Memorial Scholarship Fund: This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford Counties.

Beulah Rimmer Craig Scholarship Fund: The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina, to express her commitment to Christian higher education and world missions. The scholarship will provide financial aid to international students committed to the Christian way of life and who exemplify high Christian ideals, or to sons or daughters of missionaries. Recipients must be full-time students preparing for full-time Christian service and will be selected according to guidelines established by the Admissions and Financial Aid Committee of Gardner-Webb College.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart, a long-time trustee and benefactor of the college.

Mary Lide Doggett Scholarship Fund: Established in 1981 through a bequest in her will, Mrs. Doggett, a former Latin professor at Gardner-Webb, requested that the money be used to help needy students.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr., Memorial Scholarship Fund: In 1962, J. R. Dover, Jr., made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Etta M. Elliott Endowed Scholarship Fund: This scholarship was established in 1981 in honor of Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb College President. Priority will be shown in awarding the scholarship to students interested in careers related to the fine and performing arts.

Catherine Cline Falls and John Zimini Falls, Jr., Endowed Fund: Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls. The recipient(s) will be decided by the Admissions and Financial Aid Committee of the college.

The Gaston Memorial Education Fund: The fund was established by W. F. and O'Neil Gaston of Belmont, North Carolina, in 1978 to honor Albert Forest Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. The purpose of the fund is to provide financial aid for needy and worthy students at Gardner-Webb College who intend to dedicate their lives to full-time Christian service. Recipients must be full-time students. Preference to financial aid from this scholarship fund will be given to qualified applicants from First Baptist Church, Belmont, North Carolina. If there are no qualified applicants from First Baptist Church, Belmont, North Carolina, the scholarship fund may be awarded to other qualified applicants.

Joseph W. Geddes Engineering Scholarship: In 1971 the College received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Mr. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Earle A. Hamrick, Sr., Memorial Scholarship: This scholarship was established in loving memory of Mr. Earle A. Hamrick, Sr., by his wife. Mr. Hamrick was an outstanding community and textile leader in the Cleveland County, North Carolina area. Mrs. Hamrick, in establishing the scholarship, requested that qualified students from the Haywood County area be given first consideration in awarding the scholarship.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is an endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

The Hardin Memorial Education Fund: Established in 1979 by Mr. and Mrs. Billy V. Hardin in memory of Mr. Woodrow Hardin, the scholarship will be awarded according to established financial need procedures to needy and worthy full-time students who intend to dedicate their lives to full-time Christian service. The recipients of this financial aid should exemplify the highest Christian ideals and be committed to the Christian way of life.

A. D. and Ruth Park Harmon Memorial Scholarship Fund: The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at The Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service.

L. R. Harrill Scholarship: Established by the late L. R. Harrill of Raleigh, North Carolina, the income from this scholarship fund will be used for financial aid for a student or students preparing for service in the foreign mission field through the Foreign Mission Board of the Southern Baptist Convention. The fund may be used also for aid to students who have returned from foreign mission service and who are on a study leave.

W. Shirley Haynie Scholarship Fund: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Scholarships will be awarded to worthy full-time needy students. Preference will be given to qualified applicants from Gaston and Yadkin Counties.

Clara Katherine Vickers Head Memorial Scholarship: Established in 1979 through income from the estate of Clara Katherine Vickers Head, the fund provides a scholarship for needy students from Rutherford County who plan to become ministers or missionaries or who plan to enter a similar church-related vocation.

Carl E. Jolley Memorial Endowed Scholarship Fund: Established by the family and friends of Carl E. Jolley, this is an open fund and may be added to at any time. The scholarship is to be awarded to a student who is interested in studying mathematics or computer science.

M. G. Martin Endowed Scholarship Fund: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, created the M. G. Martin Memorial Scholarship. The fund is used for the education of ministerial students.

Randolph Martin Endowed Scholarship Fund: This scholarship fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

Viola B. McEwen Memorial Scholarship: The fund was established in 1979 through income from the estate of Mrs. Viola B. McEwen (Mrs. Neal M. McEwen) to be used for the purpose of scholarships for worthy and needy ministerial students or students majoring in the field of Christian education.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: Mr. and Mrs. M. A. (Brick) Morris made a gift to the college to endow a scholarship fund to aid students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Admissions and Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc., Endowed Scholarship: In 1970 an endowed scholarship fund was established by Porter Brothers, Inc., of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical literature and languages.

Albert D. Raines Memorial Scholarship Fund: Established by Mrs. Doris Raines in 1979 to honor her husband and express a commitment to Christian higher education, the scholarship will be awarded by the college through established financial need procedures to students studying nursing with a preference for students from South Carolina who are in need of financial assistance.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Income from this scholarship is used to assist needy students at Gardner-Webb College.

D. W. Royster, Sr., Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this fund was established to honor his memory. The recipient is chosen by the Admissions and Financial Aid Committee of the college.

M. E. Shell Endowed Scholarship Fund: Established in 1979 by Mr. and Mrs. M. E. Shell of Valdese, North Carolina, scholarships will be awarded according to established financial need procedures to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education.

Spangler Music Scholarships: The fund was named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: The fund was established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina, in 1979 to express a commitment to Christian higher education and to manifest an interest in assisting students with the potential for leadership. The scholarship will be awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for, general practical leadership. A selection committee, headed by the President of Gardner-Webb College, will select the recipient. The recipient will receive an award up to $1,000 to recognize the recipients's achievements and potential.

The Eloise and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spangler's years of public service. The fund will be used to permanently endow graduate stipends for teaching assistantships with a preference being given to graduate students in reading education. This is the college's first fully endowed graduate stipend.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. It is awarded to a needy and worthy student.

Lee B. Weathers Endowed Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb College. Grants are to be awarded by the college through established financial aid procedures with preference being given to students interested in journalism, public relations, or college publications. Also, children of any employee of the Shelby *Daily Star* that apply, shall be given preferential consideration if determined worthy by the college.

Margaret Young Memorial Scholarship Fund: In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created an endowed scholarship as a memorial to Margaret Young. It is to be awarded to needy students.

Other Endowed Scholarships

J. R. Cantrell Endowed Scholarship Fund; O. P. Hamrick Endowed Scholarship Fund; Jack Hunt Endowed Scholarship Fund; Elizabeth Dudley Nolan Ministerial Endowed Scholarship Fund; Mr. and Mrs. Everette G. Spurling Endowed Scholarship Fund.

Annual Scholarships

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, NC 27611 before April 1.

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Caorlina, created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

Mary Lou Causby Scholarship: The Mary Lou Causby Scholarship for $300 will be awarded annually to a rising sophomore nursing student. Preference will be given to a former LPN or an older student who demostrates maturity, dedication, and commitment to the nursing profession. The student should be deserving of financial assistance, and the award will be determined by the Admissions and Financial Aid Committee.

College Woman's Club: This is a $200 scholarship given by the College Woman's Club to a worthy and needy student.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina, present a $350 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives a $500 scholarship annually for a ministerial student. This scholarship is awarded to a needy, worthy student who plans to enter the ministry or full-time Christian service.

Lutz Scholarship: Established by State Representative Edith Lutz of Cleveland County to use her $1,200 legislative salary increase to establish scholarships at Gardner-Webb College. Three scholarships will be awarded to a student from each of the three counties of Cleveland, Polk, and Rutherford. The scholarships will be based on financial need and will be available as long as her career in the State House lasts.

Ministerial Board of Associates Scholarship Program: Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshmen or transfer and is for $1,000 to be credited at the rate of $125 each semester for eight semesters. The recommendation must be mailed by May 1 for fall semester and November 1 for spring semester to the Vice-President for Development, Gardner-Webb College, Boiling Springs, North Carolina 28017.

Ministers' Dependent Scholarship: Each dependent of a full-time active pastor may receive a $500 scholarship upon completion of the Ministers' Dependent Scholarship application. The recipient must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year. Applications for the scholarship may be obtained from the Financial Aid Office, P. O. Box 955, Boiling Springs, North Carolina 28017. The completed application should be returned to the Financial Aid Office.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanley County. However, all scholarships must be awarded to worthy students of North Carolina.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aid program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the Baptist State Convention, Brotherhood Department, P. O. Box 26508, Raleigh, NC 27611 before April 1.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Frederick Swift. The scholarship is awarded to an able and deserving ministerial student.

Thomasville Lions Club Scholarship: In 1981 the Thomasville Lions Club of Thomasville, North Carolina, established an annual scholarship of $1,000 to be awarded to a deaf or hearing impaired student. The Financial Aid Office will administer the scholarship.

Robert L. Trexler Memorial Scholarship: The fund was established in 1981 by the Mission Fellowship Organization in honor of the late Professor Robert L. Trexler, former religion professor at Gardner-Webb. Two scholarships are awarded to the two most active members as designated by the advisors of the Mission Fellowship Organization.

Gardner-Webb College Loan Funds

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing with at least a 2.0 cumulative grade point average, or accepted for enrollment at Gardner-Webb College.
2. The maximum loan for an academic year is $2500.
3. Terms of the loan:
   (a) Repayment begins six (6) months after termination of education at Gardner-Webb College.
   (b) Repayment rate will be $30 monthly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.
   (c) The rate of interest is eight (8) percent computed on the unpaid balance.
   (d) The borrower is responsible for any litigation fees incurred because of delinquency.
4. The student must reapply when additional funds are needed since loans are not automatically renewed.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970, by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the tuition cost and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amount is used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Baptist Association has provided a loan fund to be used for assistance to worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount, plus interest, after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: The fund was established in 1949 by J. Herbert Bridges of Charlotte, North Carolina, for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian service.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Admissions and Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in December, 1975, to provide a source of financial assistance to junior and senior mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students.

Mr. and Mrs Eugene Elmore Loan Fund: Established in 1977 to assist students studying for the ministry, religious education, or ministry of music, loans are to be made according to need as determined by the college through established procedures.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund in 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Lewis G. Harrelson and the late Dr. Michael A. Harrelson have made gifts to Gardner-Webb College to be used as a loan fund for biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: This student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Hillcrest Baptist Church of Charlotte, NC Student Loan Fund: Established as a loan fund for those who plan to enter a Christian vocation, first priority will be shown to students from Hillcrest Baptist Church of Charlotte, North Carolina. The Financial Aid Office of Gardner-Webb College will administer the fund. Recipients will be determined by the Admissions and Financial Aid Committee, and the maximum loan shall be $500 per student.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, established a student loan as a memorial to their son, Marion Hinson.

J. D. Huggins Memorial Loan Fund: This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students.

Joseph Henry Jones Memorial Loan Fund: This loan, in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. This fund is used to aid needy and deserving students.

Ada Harris Knowles Loan Fund: The fund was established in 1968 by Mr. Tom Knowles of Belmont, North Carolina, in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy Lail was a Gardner-Webb ministerial student in whose memory this fund was created in 1974, by his wife and daughter. Additional memorials have been made by relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: The fund was established in 1956 by Gardner-Webb students, faculty members, and friends in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Memorial Loan Fund: Established by the late Reverend and Mrs. H. M. Stroup of Spruce Pine, North Carolina, the income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Admissions and Financial Aid Committee.

Rush Stroup Loan Fund: Mrs. Mae Cline Stroup of Shelby, North Carolina, established this fund in 1947, in memory of her husband, Rush Stroup. Mrs. Stroup, a trustee of the college, was awarded the degree, Doctor of Humanities, in May, 1976. The fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Mr. and Mrs. J. O. Terrell Loan Fund: This fund was established by Mr. and Mrs. J. O. Terrell in 1954, to provide financial assistance to those students who without such assistance would be unable to continue their education. Mr. Terrell was a long-time professor, Dean and Vice-President of the college. Loans are made by the Admissions and Financial Aid Committee of the college with need as the only restriction.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974. The loans are made to students in the Gardner-

Webb nursing program. The recipients must meet the standards of the college and be in need of financial aid. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953 A. T. Withrow of Charlotte, North Carolina, established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

Other Loan Funds

Charles Andrews Foreign Language Loan Fund; Board of Associates Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan Fund; First Baptist Church, Shelby, North Carolina; Gastonia Altrusa Loan Fund; Mr. and Mrs. Colemen Goforth Loan Fund; Gold Loan Fund; Dr. C. H. Harrill Loan Fund; G. W. and N. B. Kendrick Loan Fund; L. & R. Oil Company Loan Fund; Logan Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T. M. Stanback Loan Fund; Mrs. Fields Young, Sr., Loan Fund.

College Work Program

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the need analysis form from either College Scholarship Service or American College Testing Program. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U.S. Office of Education supports the following programs of student assistance:

1. Pell Grants (formerly Basic Educational Opportunity Grants)
2. Supplemental Educational Opportunity Grants
3. College Work-Study Program
4. National Direct Student Loans
5. Nursing Scholarships
6. Nursing Loans
7. Guaranteed Student Loans

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs. A student may receive assistance under Title IV Programs only if: (1) he/she is maintaining satisfactory progress in the course of study he/she is pursuing, according to the standards of Gardner-Webb College; (2) he/she does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student fund at Gardner-Webb or a loan made, insured, or guaranteed by the Secretary under this title for attendance at Gardner-Webb College.

Pell Grant Program: The Pell Grant Program is an entitlement program. This means that all students who are eligible will receive Pell Grant Awards. The eligibility and actual amount of the aid is determined by the Office of Education. The official notification of the eligibility index number is called the Student Aid Report (SAR). All copies of the report should be submitted to the Financial Aid Office and the amount available will be calculated.

Supplemental Educational Opportunity Grant (SEOG): A student is eligible to receive a Supplemental Educational Opportunity Grant at Gardner-Webb College if he / she is enrolled or accepted for enrollment in an eligible program as an undergraduate student and is determined to have financial need. The maximum award is $2,000 per year.

College-Work Study Program: The college participates in the College Work-Study Program to provide jobs for students. Students are paid the current minimum wage rate. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility.

National Direct Student Loan (NDSL) Program: These funds are for students enrolled at least half-time to help them meet their educational expenses. An undergraduate student may borrow up to a total of $6,000 with repayment beginning six (6) months following graduation or separation from the college for other reasons. Students may borrow up to $12,000 for graduate or professional study (this total includes any amount borrowed for undergraduate study). During the repayment period, five (5) percent interest will be charged on the unpaid balance of the loan principal.

Nursing Scholarship Program: This program is designed to assist students of exceptional financial need who are pursuing a degree in nursing. Students must be enrolled full-time (12 hours per semester) to be considered for a scholarship.

Nursing Loan Program: This program is intended to assist deserving students pursuing a degree in nursing by providing long-term low interest loans to help meet the cost of education. Students must be enrolled full-time and must demonstrate exceptional financial need as determined by an approved needs analysis form. The loan amount available will depend on the financial need and the amount of funds available. Repayments begin nine (9) months following separation from the college for graduation or other reasons. During the repayment period six (6) percent interest will be charged on the unpaid balance.

The only application needed for the six (6) programs above is either the Family Financial Statement (FFS) from American College Testing Program or the Financial Aid Form (FAF) from College Scholarship Service. These forms are available after January 1 each year in the Financial Aid Office, Gardner-Webb College, or from high school guidance counselors. The applications should be submitted by April 1.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year are available. The interest rate currently being charged is nine (9) percent on the unpaid balance. The Federal Government will pay the interest on these loans for students until the repayment period begins. Payments begin six (6) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan. Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies, and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 1 each year.

State Assistance Programs

College Foundation Loan Program: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority, and the Federal Government pays the interest during the study and grace periods. Applications may be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to $600 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be a legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina,
2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of an approved needs analysis form.



North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through an approved needs analysis form. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed $2,000 per academic year.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

North Carolina PLUS Loans (NCPLUS): Parents of dependent undergraduate students may borrow up to $3,000 annually for a son or daughter accepted for enrollment or enrolled at least half-time and maintaining satisfactory progress in an eligible program at an eligible and participating college, university or technical/vocational school in the United States. Both the parent and the student for whom the parent is borrowing funds must meet the following requirements:

1. U. S. citizen or permanent resident alien
2. Legal resident of North Carolina
3. Do not owe a refund on a Pell Grant, Supplemental Grant, or an Incentive Grant
4. Not in default on a National Direct Student Loan (NDSL), any Guaranteed/Insured Student Loan, or PLUS Loan

The NCPLUS loan is meant to be used *in addition* to any NCISL which the student can borrow. For this reason, students are expected to apply for a NCISL before the parent applies for a NCPLUS Loan.

The aggregate maximum a parent can borrow for undergraduate study for each dependent son or daughter is $15,000 and in no case can the annual loan amount be more than the annual cost of attendance less other financial aid the student is expected to receive. Applications can be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605.

Private Assistance Program

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina College and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., P. O. Box 5367, High Point, North Carolina 27262. Applications must be received no later than April 15.

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office of Gardner-Webb College, Boiling Springs, North Carolina 28017.

Student Life & Services



Student Life

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

Male House Councils: The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.*
2. *Theft* or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality*; engaging in lewd, obscene or offensive behavior, speech or writing.
4. *Use or possession of alcoholic beverages or drugs* on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.

5. *Gambling* in all forms.
6. **Abuse* — Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and / or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the college community nor any guest of the college community on institutional premises or at college related activities.
7. *Appearance* — Men and women not neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed. (See Campus Dress Code for specific details.)
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and / or insubordinate behavior*, failure to respond to an official notice from an administrator, faculty, or SGA officer.
10. *Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Vice-President for Student Services. Clubs and organizations pertain to student life, academic disciplines, and religious, honor, or special services.

Religious Activities

The college hopes that every student will find a place in the religious life of the campus and community. Many students become active in area churches as well as campus-sponsored religious activities. The College Minister's office will assist in locating churches and in publicizing the numerous opportunities for Christian growth on and off the campus.

Weekly required convocations enable the entire student body to come together, contributing to the distinct quality of life at Gardner-Webb. Programs feature outstanding guest speakers who address the intellectual, cultural, and spiritual life of the

**The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.*

campus. A religious emphasis week is held each semester planned under the supervision of the faculty's Religious Activities Committee. Students have extensive opportunity to participate in shaping these weeks.

The Baptist Student Union and its various member clubs (Ministerial Alliance, Religious Education Club, Mission Fellowship, Baptist Young Women, Fellowship of Christian Athletes, Discipleship Groups, and Collegiate Gospel Choir) invite all students to participate in their programs and outreach ministries: weekend revivals in the churches; jail, prison, hospital, and rest home visits; and tutoring. While the clear majority of our students are Baptists, we strive to keep ourselves genuinely open to students of other denominations and to those who have no affiliation.

The College Minister coordinates the various religious activities and seeks to minister to all segments of the college family. In addition, the college seeks to express its kinship with individual churches and the Baptist State Convention of North Carolina. Through this office, Gardner-Webb people and programs are taken into the churches throughout the region.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

The Web, the college yearbook, the Student Handbook, and *Reflections* are publications edited by the students of the college. *The Web*, the bi-monthly alumni publication, is distributed to alumni, parents, and other friends. The community newspaper, *The Foothills View* is owned and operated by the college. Students interested in a journalism career can gain experience with this community newspaper which serves western Cleveland County.

Athletics

Intercollegiate: The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, volleyball, and golf. Students are given ample opportunity to try out for these teams.

Intramural: A full staff of qualified coaches and physical educational professors work diligently to provide the type of athletic program that will benefit the student preparing for a full life after graduation from the college. The purpose of the intramural program is to provide an opportunity for each student to participate in athletic competition — in a team, dual, or individual activity — of his or her choice. A wide variety of sports and activities is offered.

Student Services

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with the President of the College bringing the message. The parents of all new students are encouraged to attend this service and the special Parents' Orientation period later in the day.

Monday through Monday activities include a convocation of all new students, various group sessions during which time they will undergo a diagnosis of their academic, value and career abilities and interests, testing, academic sessions, registration, and picture taking. In cooperation with the Student Government Association, various social activities and programs are planned. Classes begin on Tuesday for all students.

No student has completed registration until all requirements outlined in the orientation and testing schedule have been met.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of the Director of Counseling. The College Minister will also be available for counseling services.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

Academic counsel is the responsiblity of the Academic Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of academic and vocational interests and personal compatibility. Students meet with their advisers in group sessions and individual conferences. In addition to matters relative to the program of study, the student may choose to discuss vocational plans and personal problems with the adviser. The faculty adviser may become a friend with whom the student may confidentially share his problems in every area of life.

The Academic Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college approved housing.
4. Unmarried students must live in the college dormitories, college-approved private housing, or in the principal residences of their parents or other close relatives.
5. Unmarried students cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. Unmarried students living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. Unmarried students living in college-approved private housing in Shelby or nearby communities may be considered as day students and are not required to purchase a meal plan.
8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.
9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.
10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.
11. Any student violating this housing policy or any part of it will be subject to disciplinary action.
12. The college reserves the right to inspect all college-approved housing units.
13. The college reserves the right to make room assignments in the interests of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.
14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.
15. Members of the Housing Committee are Directors of Men's / Women's Services, Vice-President for Student Services, Dean of Admissions, Vice-President for Business and Finance, and two members at large appointed by the President.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Residence halls will open prior to the first day of registration of each semester and will close after classes at the end of the fall semester and after Commencement in spring and summer. Residence halls will close during vacation periods — fall break, Thanksgiving, Christmas, spring break, and Easter. Students who arrive before or remain after designated times will be charged an extra fee of $2 per day.

Room Assignments: Room assignments and reassignments are made through the Director of Men's / Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's / Women's Services reserves the right to make room changes at any time when such changes may be necessary.

Key Deposit: A key deposit of $5 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. Female residents will pay an additional $5 deposit for a card-key or entrance key to the female residence hall. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's / Women's Services for $5.

Housing For Women

James Webb Gardner Memorial Dormitory (Decker Hall): The three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory (H.A.P.Y.): The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 young women.

Stroup Dormitory: First used during the 1956-57 school year, Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

Housing for Men

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr., and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

Royster Hall: This residence hall, which houses 66 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

Epicure Management Service, Inc. of Rock Hill, South Carolina, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. During summer terms only the five day plan is offered. There are also casual rates offered for day students.

Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and Doctor's Building, which are located near the campus, provides a constructive health program for boarding students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for boarding students who have minor illnesses or injuries. Emergency cases are received at any time. Students are charged $4.50 per visit. This fee may be subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A medical examination for all new students is recommended but not required. All candidates for intercollegiate teams are examined carefully before being allowed to participate.



Insurance

All full-time students not otherwise covered by a family or similar policy are required to have health and accident insurance while enrolled at Gardner-Webb College. Such coverage is available through the college for $80 per year. All students will be included in the college policy except those who sign the exemption request form prior to or at the time of registration. There will be no exemptions after that date.

Bookstore

The Bookstore handles all the books needed by students for their courses of study; other student needs such as cosmetics, jewelry, and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U.S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. Most residence halls have coin-operated washing machines and dryers.

Career Planning and Placement

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools utilizing the services of the college Placement Office must certify in writing that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.

Career counseling may be obtained by visiting the office of the Director of Counseling Services.

Academic Information



Academic Counseling: Each student entering Gardner-Webb College is assigned an academic adviser in order to counsel the student about curricular requirements and available alternatives. Students with major programs of study already in mind will be advised about the requirements of their intended program. Students undecided about a major program of study will be counseled concerning curricular alternatives available for their exploration.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. Any boarding student taking less than 6 semester hours or a 4 semester hour laboratory course at any time during a summer term must have the permission of the Housing Committee.

Course Numbering System: Freshman courses are designed by numbers 100-199; sophomore courses, 200-299; junior courses, 300-399; and senior courses, 400-499.

Registration: Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

Late Registration: With special permission a student may be registered during the one-week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar and the student's academic adviser within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course during a semester or summer term. The Vice President for Student Services provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course during the first four weeks of the semester. After the first four weeks of the semester a **WP** (withdrew passing) or **WF** (withdrew failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. No hours attempted are recorded for the **W** or **WP** grades.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Auditing Courses: Any full-time student may audit a class without charge with the permission of the instructor of the course. Area residents not desiring credit may audit a class, with the permission of the instructor, without charge except where special fees are involved. All auditors must file an application with the Admissions Office.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring.

The college is not obligated to accept credit for any course when prior permission has not been granted. Summer study at another institution cannot be used to improve one's academic standing.

Withdrawal, Suspension and Expulsion: Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Vice-President for Student Services, complete it in full, and return it to the Business Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in the recording of the F grade on all work taken that term.

Academic Appeals: Students may appeal academic decisions by first appealing to the professor making the decision. If the problem of appeal is not satisfactorily resolved, the student may then appeal to the department chairman, the Academic Dean, and the Educational Policy Committee in that order. All academic appeals should be made in writing no more than eighteen months after the date of the decision being appealed.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit who have earned 60 or more semester hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students
   (a) Credit students — College graduates and rising high school seniors.
   (b) Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for the submission of course work missed. Freshmen and students on Academic Probation are required to attend all class meetings and laboratory sessions, unless excused by the professor.

Students in danger of failing to meet standards set forth for satisfactory class work due to excessive absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class. Students missing more than 25% of the class meetings will not receive credit for the course.

Grading System

Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following grades are used by Gardner-Webb College:

Grading System	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A —Exceptional	1	4
B —Outstanding	1	3
C —Satisfactory	1	2
D —Marginal	1	1
F —Failing	1	0
P —Passing (Nursing 206 only)	0	0
I —Incomplete	1	0
W —Withdrew without penalty	0	0
WP —Withdrew passing	0	0
WF —Withdrew failing	1	0

An **I** is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the next semester to complete the course work and remove the **I**, otherwise an **F** will be automatically assigned by the Registrar's Office.

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a **WF** or **WP** is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F,** or **WF** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPR.

Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Reports of the student's progress are made at mid-term and at the end of the semester. These reports are given to the student at the end of each grading period. Only the final semester grade is recorded on the student's permanent record. Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List — Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Quality Point Ratio, and one taking 15 hours or more must have a 3.7 or better with no grade below **C**.
2. Honor Roll — Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Quality Point Ratio with no grade below **C**, and one taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below **C**.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at Commencement. Other class awards are made at the Fall Convocation.

In memory of former Professor J. D. Huggins, the late L. R. Harrill established an award to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candidates with Quality Point Ratios of 3.4 or more are graduated *Cum Laude;* those with 3.6 or more are graduated *Magna Cum Laude;* those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

Retention Requirements

Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves, on the part of the college, a reevaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a reapplication fee.

Retention Standards

Standards for acceptable academic progress at Gardner-Webb College are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If their academic achievement should not improve, they are in danger of being suspended from the college.

Students will be placed on probation whose cumulative grade point average falls below these minimum standards.

Freshmen 0 to 29 hours 1.5
Sophomores 30 to 59 hours 1.7
Juniors 60 to 89 hours..... 1.9
Seniors 90 hours and above 2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation.

In order to be removed from academic probation, the student must bring the cumulative average up to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probation semester, but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while on academic probation the student's semester *and* cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the college for the next fall or spring semester. At the end of a one semester suspension the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Should a second academic suspension occur, it will be for at least two semesters. After a two semester suspension from the college, the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Students suspended from college are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the college or participate in the public performance of such events.

Summer study at Gardner-Webb College may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

Graduation Requirements

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend the exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours is required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 30 hours at this institution.

A student must have a minimum grade of **C** on each course counted toward the Major.

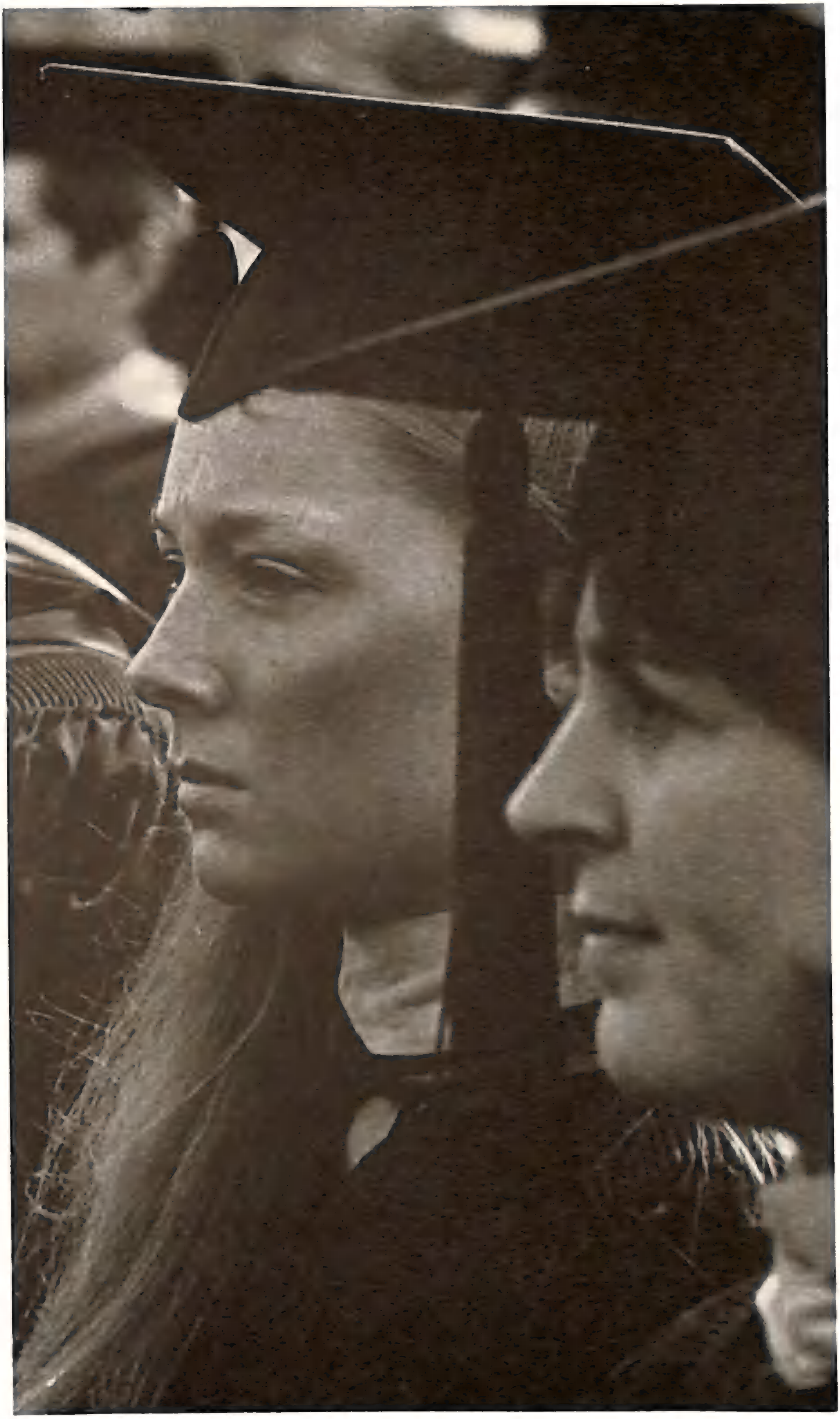
A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Registrar and all the requirements for the Major, Supportive Studies, and Complementary Electives as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.



Baccalaureate Program Degrees and Requirements

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to the student majoring in communications, English, French, history, music, religion, social science, and Spanish. A major in biology, accounting, management, management information systems, office administration, business administration, computer science, chemistry, early childhood education, health education, intermediate education, mathematics, nursing, physical education, or psychology leads to the Bachelor of Science degree. A Bachelor of Science degree in medical technology is awarded in conjunction with the Bowman Gray School of Medicine or the Charlotte Memorial Hospital. A special Bachelor of Science program leading to certification as a Physician Assistant is also offered in cooperation with Bowman Gray School of Medicine.

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in foreign language, science, and mathematics. The foreign language requirement for Group A is satisfied by the completion of a course numbered 202 or higher. Other language courses numbered above 202 may meet requirements. Advanced credit (6 semester hours) may be granted for French 101, 102; German 101, 102; or Spanish 101, 102 to a student who first passes a standardized test administered by the Department of Foreign Languages and Literature, thus establishing competence at the elementary level, and then completes a course at the intermediate level or above with the grade of **C** or better.

Developmental Program

A program of Developmental Studies in writing, reading, and mathematics will be required of all students who enter Gardner-Webb with background deficiencies in any or all of the above areas. Students in the Developmental Program may be required to take a reduced, selected course load. The courses in this program will be required in addition to the basic course requirements; however, college credit will be earned for the successful completion of all courses taken in the Developmental Program. Any course in the Developmental Program for which a **D** or **F** is received must be repeated.

Students with unsatisfactory performance in the Developmental Program will be subject to academic dismissal from Gardner-Webb College.

General Requirements for the Baccalaureate Degree

	Semester Hours
I. The Basic Course Requirements	40-51
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI. Convocation	0-4
Total	128

Basic Course Required	Semester Hours Required Group A	Group B	Group C
English 101 and 102	6	6	6
History 101 and 102	6	6	6
Religion 101 and 102	6	6	6
Social Science Select any 6 hours from the following: economics, History (201 and 202 preferred), geography, political science, psychology, and sociology.	6	6	6
Fine Arts Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 226 (Music majors only), and Theatre Arts 101.	3	3	3
Physical Education Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
Foreign Language Select from the following: French 101, 102, 201, 202; Spanish 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202. Other language courses numbered above 202 may meet requirements. Language courses in translation are excluded.	3-12	0	0
Natural Science All students (required for secondary, special, and occupational teacher certification in any subject) should choose their first 8 hours to include Biology 101 and one of the following: Chemistry 103 or 111, Geology 101, Physics 103, 201, or 203. Other choices include: Biology 102, Chemistry 112, Geology 102, Physics 202 or 204. (Science Education 101 and 102 are required for K-3 and 4-9 Education majors.)	8	16	8
Mathematics Group C excludes Mathematics 101 and must include 3 hours above Mathematics 210. To complete Group C with less than 9 hours a student must complete Mathematics 221.	3	3	3-9
Total	43-52	48	40-46

Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.

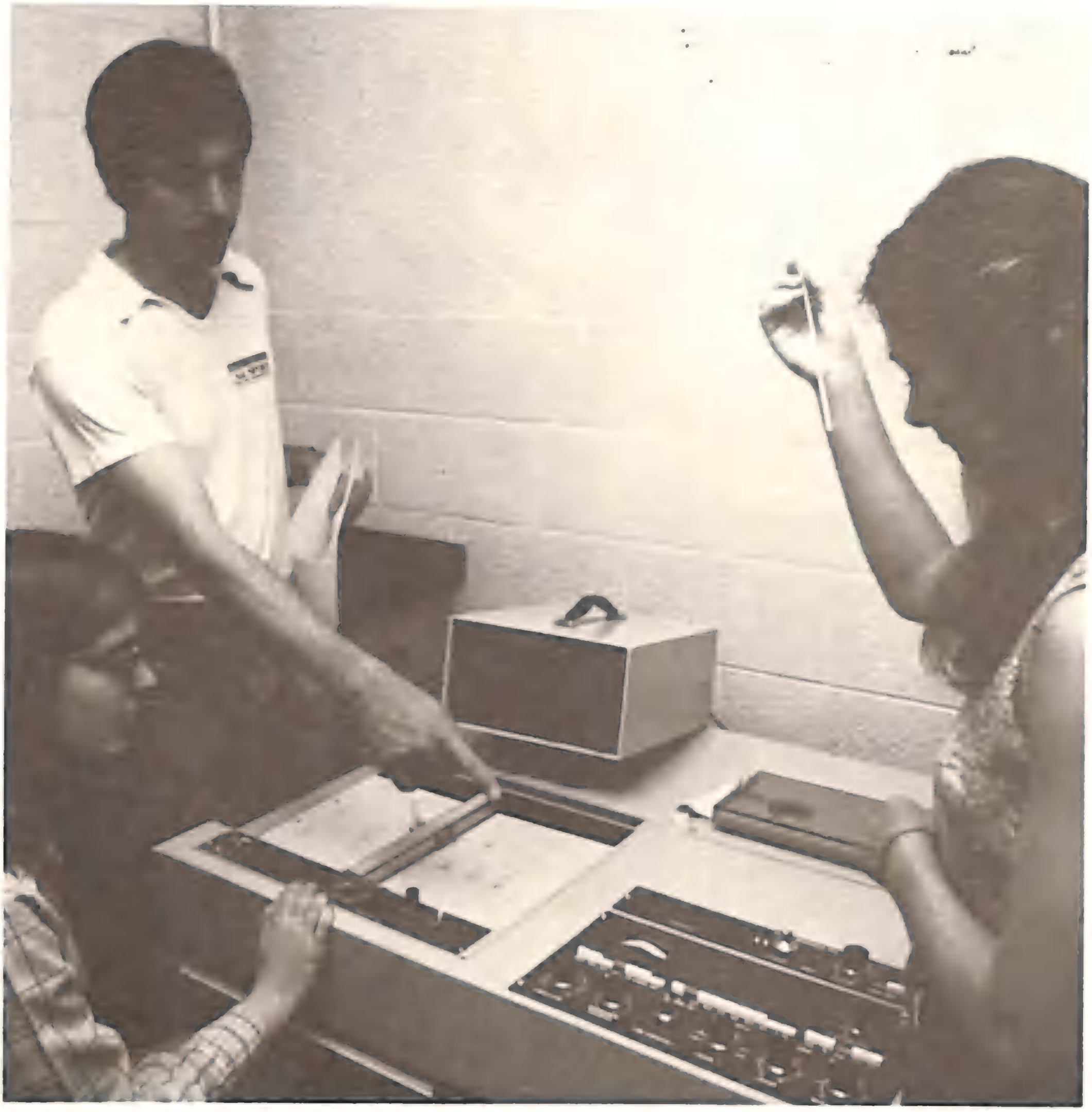
Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned.

A student may be declared to have a double major by meeting the requirements of a primary major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary major. The two majors would be mutually supportive or complementary as the case may be, but no course may be counted in both majors. A student graduating with a double major would receive only one degree, that of the primary major.



Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with the faculty adviser which are closely related to, but not identical with, the major. The purpose of these courses is to give a broad base of support to the student's major or professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's major, and are intended to give breadth to the total academic experience.

The student is at liberty to select Free Electives from any field of study.

Freshmen and sophomores who are uncertain about their major field of study may follow the program listed below during their first two years.

Freshman

First Semester	*Semester Hours*	*Second Semester*	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion 101	3	Religion 102	3
Convocation	—	Convocation	1
	16		17

Sophomore

First Semester	*Semester Hours*	*Second Semester*	*Semester Hours*
Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Convocation	—	Convocation	1
	16		17

Freshmen and sophomores intending to pursue a major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, should see the Department of Mathematical Sciences and the Department of Natural Sciences.

Convocation

Each student is required to attend Convocation during each semester of enrollment at Gardner-Webb College. One semester hour of credit is given for two semesters of Convocation attendance. A maximum of four semester hours credit for Convocation may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Convocation must complete the required 128 semester hours by taking additional hours credit. Exemption from Convocation attendance must be approved by the Academic Dean.

Course Descriptions





The Broyhill School of Management

The Broyhill School of Management, successor to the Department of Business Administration, and the first endowed school at Gardner-Webb College, was begun in late 1981 with an endowment from the Broyhill Foundation of Lenoir, North Carolina.

The Broyhill School of Management seeks: to prepare students to function effectively in society, in the business community, and in the public service, with a program which is continually updated to meet the changing needs of these communities; to promote understanding of economic institutions and governmental institutions; to provide the tools for the analysis and solution of problems; and to prepare students for continued professional training.

The Broyhill School accepts candidates for the Bachelor of Science degree with majors in accounting, management, management information systems, office administration, and business administration. Secondary (9-12) teacher certification may also be obtained with some of these majors.

Degree Requirements

The Bachelor of Science Degree with a Major in Accounting	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) The mathematics requirements must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, will satisfy the social science requirement.	40-52
MAJOR AND SUPPORTIVE STUDIES Accounting 213, 214, 313, 314, 315, 425, 435, 450; Business Administration 310, 311, 325, 480; Finance 312; Management 316; Management Information Systems 241; Marketing 318; Statistics 307. Business Education 307 or 308, or tested proficiency in typing is required.	51-54
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the major, as approved by the faculty adviser.	15
FREE ELECTIVES	3-22
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Management	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) The mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, will satisfy the social science requirement.	40-52
MAJOR AND SUPPORTIVE STUDIES Accounting 213, 214; Business Administration 310, 311, 325, 480; Economics 311; Finance 301, 312; Management 316, 400, 403, 416; Management Information Systems 241; Marketing 318; Statistics 307. Business Education 307 or 308, or tested proficiency in typing is required.	48-51
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the major, as approved by the faculty adviser.	15
FREE ELECTIVES	4-25
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Management Information Systems (MIS)	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) The mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, will satisfy the social science requirement.	40-52
MAJOR AND SUPPORTIVE STUDIES Accounting 213, 214; Business Administration 310, 311, 325, 480; Finance 312; Management 316; Management Information Systems 241, 250, 371; three other MIS programming language courses; Marketing 318; Statistics 307. Business Education 307 or 308, or tested proficiency in typing is required.	48-51
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the major, as approved by the faculty adviser.	15
FREE ELECTIVES	4-25
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Office Administration	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) The mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, will satisfy the social science requirement.	40-52
MAJOR AND SUPPORTIVE STUDIES Accounting 213, 214; Business Administration 310, 311, 325, 480; Business Education 307 or 308, or tested proficiency in typing is required; Business Education 305, 306, 403, 404, 405, 406, 407, 408; Finance 312; Management 316; Management Information Systems 241; Marketing 318; Statistics 307.	62-65
COMPLEMENTARY AND FREE ELECTIVES For teacher certification: Business Education 432; Education 316, 412, 422, 450; Health 221; Psychology 201, 302, 303; 6 hours of literature, and 3 hours from one of the following areas: anthropology, geography, political science, or sociology are required.	22-36
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Business Administration	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) The mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, will satisfy the social science requirement.	40-52
MAJOR AND SUPPORTIVE STUDIES Accounting 213, 214; Business Administration 310, 311, 325, 480; Finance 312; Management 316, 403; Management Information Systems 241; Marketing 318; Statistics 307; and 12 hours of business electives. Business Education 307 or 308, or tested proficiency in typing is required. (Also, certification to teach Basic Business requires Accounting 313, Economics 311, Finance 301, Management 400, and Management Information Systems 250 in addition to courses specified. Note: Six semester hours of typewriting are required to be certified to teach typewriting in North Carolina.)	48-51
COMPLEMENTARY ELECTIVES Basic Business certification requires specified courses.	15
FREE ELECTIVES Basic Business certification requires specified courses.	4-25
CONVOCATION	0-4
TOTAL	128

In addition to its offerings in the Baccalaureate Program, the Broyhill School offers the Associate of Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program suitable for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

The Associate in Arts Degree

General Business

First Year

English 101	3	English 102	3
Economics 203	3	Economics 204	3
Accounting 213	3	Accounting 214	3
Religion 101	3	Mathematics 112	3
Business Education 307 or 308, or tested proficiency and elective	3	Business Administration 325	3
Physical Education 101	1	Physical Education elective	1
Total	16	Total	16

Second Year

Management 316	3	Social Science elective	3
Business Administration 310	3	Religion 102	3
Marketing 318	3	Electives	10
Management Information Systems 241	3		
Electives	4		
Total	16	Total	16

Secretarial Science

First Year

Business Education 305 or 306, or tested proficiency and elective	4	Business Education 306 or elective	4
Business Education 307 or 308, or tested proficiency and elective	3	Business Education 308 or elective	3
English 101	3	English 102	3
Religion 101	3	Religion 102	3
Physical Education 101	1	Physical Education elective	1
		Economics 203	3
Total	14	Total	17

Second Year

Accounting 213	3	Business Administration 311	3
Business Administration 310	3	Business Education 404	3
Business Education 403	4	Business Education 406	4
Business Education 405	4	Business Education 408	3
Business Education 407	3	Management Information Systems 241	3
Total	17	Total	16



Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester. A grade of C or higher in Economics 203 and 204, and Accounting 213 and 214 are prerequisites for upper level courses for Broyhill School majors (BE courses excluded.)

Accounting

213, 214. Accounting Principles
Present day methods of recording, sorting, summarizing, and interpreting financial information for business enterprises. 3-0-3, 3-0-3.

313, 314. Intermediate Accounting
The theory of accounting as applied to financial and managerial accounting. 3-0-3, 3-0-3.

315. Cost Accounting
An introduction to cost accounting; topics include job order process and standard cost methods. 3-0-3. Note prerequisites above.

425. Federal Income Tax
Personal income tax planning, research, and preparation. 3-0-3.

426. Federal Income Tax (Advanced)
A continuation of Accounting 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435. Advanced Accounting
Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. 3-0-3.

450. Auditing
Principles, techniques and procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. 3-0-3.

470. CPA Practice Review
Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the examination for becoming a Certified Public Accountant. Special emphasis is placed on the opinions of the Accounting Principles Board and the statements of the Financial Standards Board. 4-0-4.

Business Administration

115. Introduction to Business
An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

310. Business Law I
The American legal system: crimes and torts, the regulation of business, contracts, personal property and bailments, and sales. 3-0-3.

311. Business Law II
The legal principles of commercial paper, creditors' rights, secured transactions, agency, employment, partnerships, special ventures, corporations, real property, and estates. Prerequisite: Business Administration 310. 3-0-3.

325. Business Communications
Language skills for written communication. Prerequisites: Business Education 307, or 308, or tested proficiency. 3-0-3.

395. Campus New York
New York Business / Career visit enables students of business to learn, through direct contact with some of the nation's best-known business firms, how textbook theory is put into practice. The week-long visit also provides opportunities for investigating career possibilities. Lecture-Travel-1.

460. Government and Business
Governmental role in business regulation. Prerequisite: Business Administration 310. 3-0-3.

480. Senior Seminar in Business: Business Policy
A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: senior standing. 3-0-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 1-Independent Study-3, 1-Independent Study-3.

Business Education

218. Keyboarding
Designed to familiarize students with keyboard entry for computers and other word processing equipment. 1-1-1.

305. Shorthand
Basic principles of Gregg Shorthand. 5-0-4.

306. Shorthand
Review of basic principles with emphasis on new-matter dictation and transcription. Prerequisite: Business Education 305 or tested proficiency. 5-0-4.

307. Typewriting
Designed to give the student a command of the keyboard and some basic skills. 3-1-3.

308. Typewriting
Speed and accuracy on straight copy and production work is emphasized. Prerequisite: Business Education 307 or tested proficiency. 3-1-3.

403. Office Machines
Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Offered fall semester. 3-3-4.

404. Secretarial Procedures
Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 307, 308, or tested proficiency. Offered spring semester. 3-0-3.

405, 406. Shorthand
Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe in an acceptable form. Prerequisite: Business Education 306 or tested proficiency. 5-0-4, 5-0-4.

407, 408. Typewriting
Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308 or tested proficiency. 3-1-3, 3-1-3.

432. Methods of Teaching (Secondary)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level. 2-1-2.

Economics

201. Free Enterprise
Explores the economic implications, history, and philosophy of the free enterprise system. Individual unit performance and total economic performances are examined. For non-business and beginning business majors. 3-0-3.

203. Principles of Economics, I
Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.

204. Principles of Economics, II
Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.

311. Labor Economics
Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Offered spring semester. 3-0-3.

480. Contemporary Economic Problems
A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

Finance

301. Money and Banking
Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Offered fall semester. 3-0-3.

312. Financial Management
Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Offered spring semester. 3-0-3.

420. Security Investments
Investment goals, strategies, and policies for individual investors are examined. Relationships of security investments to capital formation, changing rates of interest and price levels, inflation, and the business cycle are also examined. Prerequisite: Finance 312 or consent of the instructor. 3-0-3.

480. Contemporary Financial Problems
A seminar reviewing basic financial principles and examining contemporary financial problems confronting business organizations. 3-0-3.

Internship

420. Internship in Business
Prerequisite: junior standing and departmental approval. 0-0-1 to 6 credits. Summer only.

Management

316. Applied Management Concepts
A systems approach to integration of theory and practice in the contemporary organization. Offered fall semester. 3-0-3.

400. Human Resource Management
Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Prerequisite: Management 316. 3-0-3.

403. Human Behavior in Organizations
The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.

416. Production/Operations Management
Explores the management concerns of cost, quality, and quantity in the production systems of service organizations as well as manufacturing companies. Material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling are among the topics covered. Prerequisite: Management 316. 3-0-3.

466. International Management
Explores the development of sound decision-making and problem-solving competencies in the analysis of international business challenges. Cultural differences and other environmental factors receive special emphasis. Prerequisite: Management 400. 3-0-3.

480. Contemporary Management Problems
A seminar reviewing basic management principles and examining contemporary management problems confronting business organizations. 3-0-3.

Marketing

318. Principles of Marketing
A comprehensive analysis of the marketing system and the marketing process. 3-0-3.

422. Marketing Research and Analysis
Explores marketing research techniques and their applications by management to problems involving marketing strategy, pricing, forecasts, and policy determination. Prerequisites: Marketing 318 and Statistics 307, or consent of instructor. 3-0-3.

480. Contemporary Marketing Problems
A seminar reviewing basic marketing principles and examining contemporary marketing problems confronting business organizations. 3-0-3.

Management Information Systems

241. Introduction to Computer Systems
This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operations of such a system. Business applications of the computer will be stressed. (See Computer Science 241.) Prerequisite: Mathematics 112 or 221. 3-0-3.

250. BASIC Programming
This course is designed to give students experience in programming and applying BASIC language. (See Computer Science 250.) Prerequisite: Management Information Systems 241. 2-2-3.

305. FORTRAN Programming
This course is designed to give students experience in creating programs and utilizing the FORTRAN language. (See Computer Science 305.) Prerequisite: Management Information Systems 241. 2-2-3.

310. Accounting Applications in EDP Systems
A course designed to introduce the student to accounting systems design in a computer environment. Prerequisites: Accounting 214 and Management Information Systems 241. 3-0-3.

351. RPG Computer Programming
This course is designed to help students create programs utilizing Report Program Generator Language and to determine the extent to which RPG II may be helpful in business installations. The student learns to work with zero suppression, decimal alignment, and editing of a field. Prerequisite: Management Information Systems 241. 2-2-3.

352. COBOL Computer Programming
This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. (See Computer Science 352.) Prerequisite: Management Information Systems 241. 2-2-3.

353. PL/1 Computer Programming
This course is designed to acquaint the student with PL/1 programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. (See Computer Science 353.) Prerequisite: Management Information Systems 241. 2-2-3.

360. Assembly Programming
Fundamental programming techniques, assembly and machine languages. (See Computer Science 360.) Prerequisites: Management Information Systems 250 or 305. 2-2-3.

371. Systems and Program Analysis and Design

The development of systems and the analysis of existing systems that are needed for recording and presenting information to meet business and government requirements. Prerequisites: Management Information Systems 351 or 352, or permission from the chairman of the department. 3-0-3.

421. Advanced Programming: RPG II

All important elements of the RPG II language are covered, including fetch overflow, look ahead, array processing, chaining, exception output, subroutines, crossfooting, and report editing. Prerequisite: Management Information Systems 351. 3-0-3.

422. Introduction to Computer Programming: STRUCTURED COBOL

This course teaches both structured design and structured programming, beginning with a simple input/output program, and progresses to more difficult programs as the student becomes accustomed to using structured design and structured COBOL programming. Prerequisite: Management Information Systems 352. 3-0-3.

425. Programming in BASIC with Applications

This course teaches data smooting, numerical integration, Monte Carlo integration, simultaneous equations, and matrix operations. Prerequisite: Management Information Systems 250. 3-0-3.

432. Computer Simulation

This course is designed to introduce the student to the concept and application of computer simulation in the business environment. The course will cover the Monte Carlo technique, random number generation, and a survey of simulation languages. Prerequisites: Management Information Systems 241 and 250. 3-0-3.

433. DATABASE Program Development

A course emphasizing software design and programming in a database environment. Prerequisite: Management Information Systems 371. 3-0-3.

451. Auditing and Controls in EDP Accounting Systems

A case study approach is used to explore control problems and auditing techniques for EDP. Prerequisites: Accounting 450 and Management Information Systems 310. 3-0-3.

480. Contemporary MIS Problems

A seminar reviewing MIS and examining contemporary MIS problems confronting business organizations. 3-0-3.

Statistics

307. Economic Statistics

Statistical methods as applied to economic and business data. May *not* be counted as a mathematics course in meeting college core requirements. 3-0-3.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the physical education requirement.
3. The six-hour social science elective must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology.
4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the fine arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 for student teaching in the fall semester and September 15 for student teaching in the spring semester. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)*
3. Have attained and maintained a Quality Point Ratio of 2.0.
4. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
3. Be eligible for graduation in May or August following completion of the Program.
4. Have achieved a cumulative grade point average of 2.25 at the time of making application to the Program.

The Department of Education is anticipating a change in curriculum which will follow the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be granted teacher certification.

**Effective fall 1983, all four subtests of the STEP must be passed successfully with a score of 25th percentile or higher on each subtest.*



Degree Requirements

The Bachelor of Science Degree with a Major in Early Childhood Education	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C) Art 301, History 201, 202, Mathematics 101, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional Education) Education 210, 310, 312, 320, 345, 410, 420, 430, 450 are required.	30
SUPPORTIVE STUDIES (Required Subject Matter) Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, Sociology 320, Mathematics/Science 330, Education 200 and Education 230.	29
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 301, 303, and 6 hours of literature.	17
FREE ELECTIVES	12-3
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a Major in Intermediate Education	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C) Art 301, Geography 101 (or Political Science 202), Mathematics 101, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional Education) Education 212, 310, 314, 322, 340, 410, 420, 431, 450 are required.	30
SUPPORTIVE STUDIES An academic concentration of at least 18 hours is required from one of the following: health education and physical education, mathematics, music, or natural science; or 24 hours from language arts or social science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements, will also count toward the concentration (see below).	12-0
COMPLEMENTARY REQUIREMENTS Health 221, 320, Mathematics 204, 330, Music 345, Physical Education 301, Education 200, 230, Psychology 201, 302, 303, and 6 hours of literature.	34
FREE ELECTIVES A second academic concentration is recommended.	12-6
CONVOCATION	0-4
Total	128

INTERMEDIATE EDUCATION (4-9)
ACADEMIC CONCENTRATIONS

Language Arts: 24 semester hours

		Hours
_____ English 101	Composition	3
_____ English 102	Composition	3
_____ English 230 or 231	English Literature	3
_____ English 232, 234, or 235	American Literature	3
_____ Education 212	Teaching of Reading	3
_____ Education 230	Language Arts	3
_____ Education 314	Practicum-Reading	3
_____ Education 322	Children's Literature	3
_____ *English 363	Advanced Grammar / Composition	3
	*(Recommended)	

Social Science: 24 semester hours

_____ History 101, 102	Modern Western Civilization	6
_____ Geography 101	Physical Geography	3
_____ Political Science 202	U.S. Government	3
_____ Sociology 320	Cultural Anthropology	3
_____ History 201, 202	U.S. History	6
_____ Sociology 400	Race Relations	
	OR	
_____ Political Science 305	Public Opinion and Political Participation	3

Mathematics: 18 semester hours

_____ Mathematics 101	Principles of Mathematics	3
_____ Mathematics 111	Trigonometry	3
_____ Mathematics 112	College Algebra	3
_____ Mathematics 204	Mathematics for Elementary Teachers	3
_____ Mathematics 216	Probability and Statistics	3
_____ Mathematics 221	Introductory Calculus	3
	OR	
_____ Mathematics 111	Trigonometry	3
_____ Mathematics 112	College Algebra	3
_____ Mathematics 204	Mathematics for Elementary Teachers	3
_____ Mathematics 216	Probability and Statistics	3
_____ Mathematics 219	Calculus for Business	3
or	and Social Science	
_____ Mathematics 221	Introductory Calculus	3
and		
_____ Mathematics 300	Applied Discrete Mathematics	3

Other courses which may be taken to complete the concentration:

_____ Mathematics 222	Calculus and Analytic Geometry I	3
_____ Mathematics 302	Linear Algebra	3
_____ Mathematics 303	Modern College Geometry	3
_____ Mathematics 304	History of Mathematics	3

Science: 19 semester hours

_____ Science 101, 102	Science Education	8
_____ Biology 101, 102	General Biology	8
or		
_____ Geology 101, 102	Physical / Historical Geology	8
or		
_____ Chemistry 111, 112	General Chemistry	8
or		
_____ Physics 201, 202	General Physics	8
	AND	
_____ Biology 301	Genetics	3
	OR	
_____ Biology 305	Environmental Microbiology	3

Health / Physical Education: 18 semester hours

_____ Physical Education 301	Teaching Physical Education	2
_____ Health Education 221	Personal & Community Health	2
_____ Health Education 222	First Aid	2
_____ Health Education 415	Drug Education	3
_____ Physical Education 402	Adapted Physical Education	3
_____ Health Education 320	Health Education	3
_____ Physical Education 409	Tests & Measurements	3

Music: 18 semester hours

_____ Music 345	Music Foundations	3
_____ Music 346	Music Methods for Teaching	3
_____ Piano (Class or private)		2
_____ Voice (Class or private)		2
_____ Guitar (Class or private)		1
_____ Performance Group		4
_____ Elective (Non-performance) such as: 225, 226, 245, 247, 248, 325, 326, 445, 446, 447, 455—see catalog.		3

This distribution may be modified depending on the student's competency in music. Changes must be approved by adviser and Chairman of Department of Fine Arts.

The Bachelor's Degree with Preparation for Secondary (9-12) Teacher Certification

(See the department of interest).

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

100. Communication Skills
A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 3-1-3.

200. Orientation to Teaching
Suggested for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether to choose teaching as a vocation. 1-1-1.

210. Reading (K-3)
Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9)
Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School
Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

310. Materials and Media
Teaching educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3)
Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9)
Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

316. Teaching Reading in The Content Areas
Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 9-12 level. 2-0-2.

320. Children's Literature (K-3)
A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9)
A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Middle School Curriculum
A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the middle school learner. 3-1-3.

345. Early Childhood Curriculum
A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a nursery, kindergarten, or primary education setting. 3-1-3.

410. Social Foundations of Education (Elementary School)
A study of the social and cultural influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education (Secondary School)
A study of the social and cultural influences upon the development of the student on the secondary school level. 3-0-3.

420. History and Philosophy of American Education (Elementary School)
A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education (Secondary School)
A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 3-3-3.

431. Methods of Teaching (4-9)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 3-3-3.

450. Student Teaching
An eight-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total)-6.

455. Supervising of Student Teachers
Designed to provide the public school teacher with means to supervise the student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study
Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chairman and instructor. O-Independent Study-3, O-Independent Study-3.

Double Endorsement Policy. In order for a student declared as an Early Childhood Major to receive additional endorsement in Middle School/Intermediate Education, completion of the following additional courses shall be required:

Psychology 302	Adolescent Psychology
Mathematics 204	Mathematics for Elementary Teachers
Education 314	Practicum in Reading (4-9)
Education 322	Children's Literature (4-9)
Education 340	Middle School Curriculum

Academic concentration in two areas will be required, i.e., Language Arts *and* Science.

In order for a student declared as a Middle School/Intermediate Major to receive additional endorsement in Early Childhood Education, completion of the following additional courses shall be required:

Music 346	Music Methods for Teaching
Art 302	Art Education Materials (Skills)
Education 312	Reading Practicum (K-3)
Education 320	Children's Literature (K-3)
Education 345	Early Childhood Curriculum
Psychology 301	Child Psychology
Political Science 202	United States Government
History 202	United States History (Since 1877)
Geography 101	Introduction to Physical Geography

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of literary experience.
4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

Degree Requirements

The Bachelor of Arts Degree with a Major in English	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
After English 101, 102, ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTIVE STUDIES	15
Select from the following: Any course(s) in speech; theatre arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected religion and history courses; any philosophy course; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY ELECTIVES	15
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree with a Major in English with Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	32
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 432, 351, 353, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	
SUPPORTIVE STUDIES	14-15
Education 316, 412, 422, and 450*, or select from the following: any course(s) in speech; theatre arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected upper-level religion and history courses; any philosophy course; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	14-15
Education 316, 412, 422, and 450*, or any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	0-14
CONVOCATION	0-4
Total	128

**The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

100. Developmental English
Individual instruction in the mastery of the basics of English. 3-1-3.

101. Composition
Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and Introduction to Literature
Composition based upon themes and structure of literature. Prerequisite: English 101. 3-0-3.*

200. Research Methods
Intended to enable student to perform research in the college library. Provides a basic understanding of the card catalog, reference works, serials, indexes, and other bibliographic sources. Prepares student to write research paper in a variety of disciplines. No prerequisites. 1-0-1.

230. English Literature Survey
Representative writers from the beginning to the eighteenth century. 3-0-3.

231. English Literature Survey
Representative writers from the eighteenth century to the present. 3-0-3.

232. American Literature Survey
Representative writers from the beginning to the present. 3-0-3.

234. Black Literature
A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance writers. Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature
A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Conner, and William Faulkner. 3-0-3.

244. World Literature
Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Studies in Folklore
An introductory course emphasizing verbal folklore such as folktales, legends, ballads and proverbs. Focus may be regional, general, or literary as interests dictate. 3-0-3.

306. Literature of the American Renaissance
The age of Irving, Poe, Hawthorne, Melville, Emerson, Thoreau. 3-0-3.

307. Late Nineteenth Century American Literature
Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James, 3-0-3.

308. Twentieth Century British Literature
A study of the works of modern British writers such as James Joyce, D. H. Lawrence, J. R. R. Tolkien, Dylan Thomas, and Graham Green. 3-0-3.

309. Twentieth Century American Literature
A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Saul Bellow. 3-0-3.

**English 101 and 102 are prerequisite to all upper-level courses, unless otherwise noted.*

310, 320. Studies in the American Novel
An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3, 3-0-3.

311. Medieval Literature
Includes *Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry, and Chaucer. 3-0-3.

315. Literature of the English Renaissance
Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton
Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Restoration and Eighteenth Century Literature
Selected poetry, essays, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature
Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

322. Victorian Literature
Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel
Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism
Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language
Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Creative Writing
This course teaches the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.

363. Rhetoric and Grammar, Theory and Practice
The primary concern is expository / argumentative prose and the systems which inform the process of composition. The emphasis is on understanding theory and translating it into practice. 3-0-3.

402. Shakespeare
Approximately ten representative plays. 3-0-3.

432. Methods of Teaching English
A survey of teaching methods as they apply to specific topics. 2-0-2.

491. Seminar in American Literature*
Subjects change as needed and desired. Typical topics: Contemporary Jewish Writers, Naturalism, American Political Novel, Women in Literature. 3-0-3.

492. Seminar in English Literature*
Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study
Individual study of special subject matter under guidance of instructor in whose specialization topic lies. Work may be taken for "Honors" notation on transcript. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

Journalism

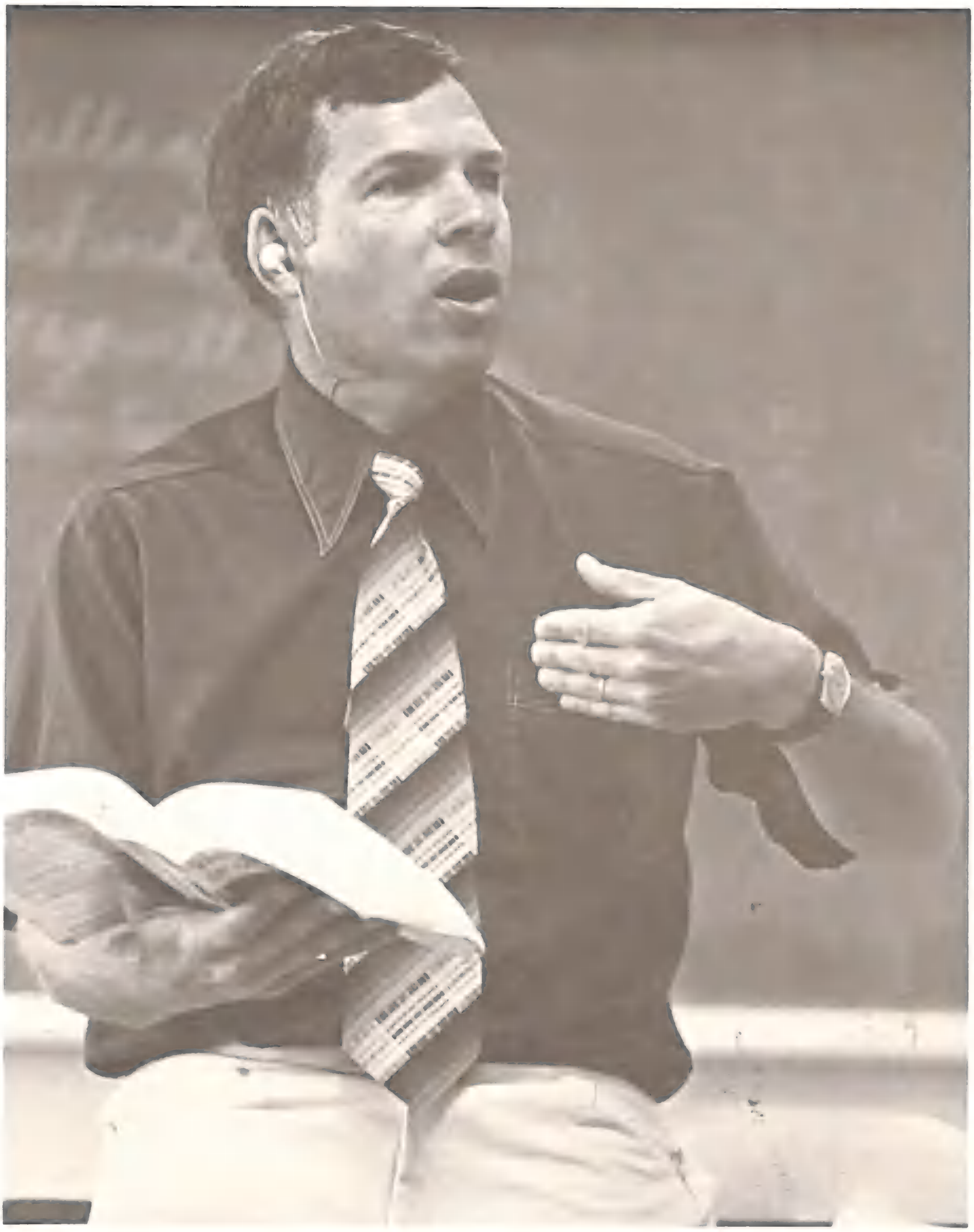
201. Journalism

Exercise in three practical skills for print journalism: reporting, writing, and editing the news. 3-0-3.

202. Journalism

Advanced exercise in the third practical skill, editing the news. Includes page layout and other graphics, headline writing, and editing news stories for space and content. Working familiarity with the Associated Press stylebook will be required. 3-0-3.

**A student may take no more than two seminars without Departmental approval.*
Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan ahead so as to allow for the Student Teaching Program in the spring semester of their junior year.



Department of Fine Arts

The Department of Fine Arts offers courses in art, music, theatre arts, and speech. Its objectives are: (1) To stimulate a greater interest and knowledge of the arts for music majors, general students, and members of the surrounding community by offering performance and learning opportunities. (2) To provide opportunities to participate in the development of imagery, auditory acuity, technical skills, and aesthetic appreciation to the extent of individual abilities. (3) To help develop a set of values for discriminatory choices based on knowledge and personal aesthetic experience.

Degree Requirements

The Bachelor of Arts Degree with a Major in Music — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A) 43-52

The fine arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the social science requirement by selecting courses from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201. Students concentrating in Sacred Music must meet the social science requirement by taking 6 hours of psychology selected from 201, 206, 301, 302, 303, 310, or 374.

MAJOR 30

Applied Major, 12 hours; Music 105, 106, 205, 206, 305 and 306. Each music major is required to participate in a performing group each semester while enrolled as a full-time student. A minimum of four semesters of participation in a performing organization is required for part-time students.

SUPPORTIVE STUDIES 17-23

Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, or 459.

Liberal arts music majors will add ONE of the following for 6 hours:

Performance Option: 6 hours of Applied Major (culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the sophomore year for admission to junior status in this option.)

Treatise or Composition Option: 6 hours of Treatise or Composition Preparation (culminating in a definitive document to be defended before the entire music faculty. No recital will be required, but an Applied Major will be studied as indicated above).

COMPLEMENTARY STUDIES	15-40

Select one of the following:

Concentration in Music Education (leading to Teacher Certification): Education 316, 412, 422, 450; Health 221; English (6 hours — 3 each in American and English literature); Psychology 201, 303, and either 206, 301, or 302; Music 245, 247, 248, 347, 348. Total: 36 hours.

Concentration in Sacred Music: Music 245, 247, 248, 249, 347, 348, 465, 466, 467; Religion 243; either Religious Education 371, 372, or 373; either Psychology 206, 301, 302, 303, or 374 not already taken in Basic Course Requirements. Total: 26 hours.

Concentration in Sacred Music / Religion: Music 347, 348, 457 (if not elected in Supportive Studies), or 3 hours of applied voice, 465, 466, 467; Psychology 374; Religion 243; one from Religion 371, 372, 373; and 15 hours in religious education chosen in consultation with adviser. Total: 37-40 hours.

Concentration in Liberal Arts: (Performance, Composition or Treatise): 15 hours in courses not directly related to the major as approved by the faculty adviser.

FREE ELECTIVES	0-23
CONVOCATION	0-4
Total	128

A complete curriculum outline for each degree program in music is available in the office of the Chairman, Department of Fine Arts.

Piano Proficiency Examination. Each music major will be required to pass a piano proficiency examination as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in each degree program for this purpose for the student whose performance major is not piano. Information is available from the Chairman of the Department of Fine Arts as to the specific requirements of the piano proficiency examination, both for the student whose applied major is piano and for those whose applied major is another area.

No student will be permitted to enroll in the block program of professional education until satisfactorily passing this examination.

Students concentrating in Sacred Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors — 4 hours of voice and 2 hours of Piano, or 6 hours of voice; for piano majors — 4 hours of voice and 2 hours of organ; for voice majors — 4 hours of piano and 2 hours of any applied elective. Application is to be made with the department of Fine Arts for admission to Church Music Administration and Field Work in Sacred Music courses. To be admitted, the student must: be recommended by the department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts courses in art appreciation fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

203. Basic Studio Art
Beginning experiences in basic design, drawing, painting, and printmaking. Special fee. 0-6-3.

204. Ceramics
An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. Special fee. 0-6-3.

205. Crafts
Basic studio experiences in craft media, including fibers and clay. Special fee. 0-6-3.

207. Art Appreciation
A survey of the field of art designed to give the student an intelligent appreciation and understanding of how the visual arts reflect civilization. 3-0-3.

301. Art Appreciation for the Elementary Teacher
A general art appreciation survey complemented by basic art education theory. 3-0-3.

302. Teaching Methods in Art
A continuation of Art 301, including experiences with art materials and teaching strategies appropriate for use with children. Special fee. Prerequisite: Art 301. 1-4-3.

303. Trends in Art Education
Readings, discussion, and application of contemporary theories and practices in elementary art education. Prerequisites: Art 301 and 302. 3-0-3.

304. Curriculum Design / Practicum
The design of a sequential art program for children; supervised field experiences. Prerequisites: Art 203, 205, 301, 302, and 303. 1-4-3.

495. Independent Study
The student selects individual problems in one area of studio art or art education. Admission on approval of chairman. 0-6-3.

Music

The Music Division of the Department of Fine Arts is an Associate Member of the National Association of Schools of Music.

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.



In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Applied Music

Piano:
001. Elective Piano. ½-3-0.*
002. Elective Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:
001. Elective Voice. ½-3-0.
012. Elective Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

Organ:
021. Elective Organ. ½-3-0.
022. Elective Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ. 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:
031. Elective Brass. ½-3-0.
032. Elective Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:
041. Elective Woodwinds. ½-3-0.
042. Elective Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:
051. Elective Strings. ½-3-0.
052. Elective Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

Percussion:
061. Elective Percussion. ½-3-0.
062. Elective Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.

Guitar:
071. Elective Guitar. ½-3-0.
072. Elective Guitar. 1-6-0.
171. Lower Division Guitar. ½-3-1.
172. Lower Division Guitar. 1-6-2.
371. Upper Division Guitar. ½-3-1.
372. Upper Division Guitar. 1-6-2.
373. Upper Division Guitar. 1-9-3.
374. Upper Division Guitar. 2-12-4.

Music Theory

103, 104. Basic Music Theory
Introduces basic skills of making music—pitch, notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

105, 106. Music Theory I, II
Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205. Music Theory III
The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in first year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

206. Music Theory IV
A survey of modern trends and thought from Post-Romanticism to the present. Includes ear training, analysis, and composition in each style studied. 2-2-3.

305. Counterpoint
Further examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required in period. 2-0-2.

306. Orchestration
A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogenous groups; score writing; and some insights into writing for full band and orchestra. 2-0-2.

Music History and Literature

125. Music Appreciation
A course in the elements of music and music literature for the non-music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

226. Music Literature
An introductory listening course for the music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II
A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: Music 226 or instructor's approval. 3-0-3, 3-0-3.

Music Education

145, 146. Piano Class I, II
Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II
Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class
Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

246. Guitar Class
A beginning course for students with little or no experience with the guitar. Special fee. 1-3-1.

247. Strings Class
Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-1-1.

248. Woodwinds Class
Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

249. Handbells
Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. 2-1-1.

345. Music Foundations for the Classroom Teacher
Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher
Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. Prerequisite: Music 345 or demonstration of proficiency. 3-0-3.

347. Elementary Music Education
Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Secondary Music Education
Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music, instrumental and vocal classes, and job placement. 2-0-2.

349. Instrumental Methods and Literature
The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals
Introductory course in conducting. 1-1-1.

446. Choral Conducting
Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. 2-0-2.

447. Instrumental Conducting
Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature
Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature
A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature
A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

Sacred Music

465. Hymnology
A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. Offered in the fall of even-numbered years. 3-0-3.

466. Church Music Administration
Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. 3-0-3.

467. Church Music Seminar and Field Work
Philosophy, observation and participation in the development of a church music program. May be taken only concurrently with or after completing Music 466. 1-4-3.

Performance Groups (freshmen and sophomores should register for the 100 number; juniors and seniors should register for the 300 number).

175, 375. College Chorus
A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches. At least one major oratorio or cantata is performed annually. Open to all students without audition. 0-3-1, 0-3-1.

176, 376. Chamber Chorus
A small group of selected mixed voices which emphasizes musical, artistic, social, and spiritual growth of its members and audience. 0-3-1, 0-3-1.

177, 377. Choral Ensemble
A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

178, 378. Opera Workshop
Participation in musical productions giving the young singer an opportunity to progress from small parts through work in Chamber Opera to larger roles in standard works. 0-Productions-1, 0-Productions-1.

179, 379. Music Theatre
Participation in music theatre productions giving the young singer opportunity to perform non-operatic works of a Broadway or religious musical nature. 0-Productions-1, 0-Productions-1.

185, 385. Band
The study, rehearsal and performance of various levels and varieties of wind and percussion literature through concert and marching organizations. Band consists of a study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation, and presentation of performances. Designed for students who have participated in an instrumental organization during high school and desire to continue playing. Membership is open to any student with permission of the director. 0-3-1, 0-3-1.

186, 386. Orchestra
Offered in the evening school and open to all students of the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying
Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

Independent Study

491, 492. Composition Preparation
Required for Liberal Arts Majors (Composition Option). No credit for 491 until 492 satisfactorily completed. Prerequisites: Music 495 and 496 with composition emphasis. 0-Preparation-3, 0-Preparation-3.

493, 494. Treatise Preparation
Required for Liberal Arts Major (Treatise Option). No credit for 493 until 494 satisfactorily completed. 0-Preparation-3, 0-Preparation-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. Required for students enrolled in Liberal Arts Major, Composition Option. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts

101. Introduction to the Theatre
An introduction to the art of seeing theatre in terms of its value, artists and literature. Includes reading and viewing sample plays. 3-0-3.

203. Applied Theatre
Participation in college productions. (No more than 8 credits). 0-Productions-1.

211. Fundamentals of Acting
The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

212. Theatre Stagecraft
Practical experience in costuming, scenery construction, makeup application, and lighting. 3-0-3.

301. Religious Drama Production
An overview of selecting, staging, and producing plays for church and school. 3-0-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 0-Independent Study-3, 0-Independent Study-3.



Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for indepth study and research of the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

Degree Requirements

The Bachelor of Arts Degree with a Major in French	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in one of the following fields: biology, chemistry, mathematics, business, education, fine arts, health education and physical education, psychology, religion, social sciences, English literature, another foreign language, history or 18 hours in any combination from English literature, another foreign language or history.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	6-22
CONVOCATION	0-4
Total	128



The Bachelor of Arts Degree with a Major in French with Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature.	
FREE ELECTIVES	10-23
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree with a Major in Spanish	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in one of the following fields: biology, chemistry, mathematics, business, education, fine arts, health education and physical education, psychology, religion, social sciences, English literature, another foreign language, history or 18 hours in any combination from English literature, another foreign language or history.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	6-22
CONVOCATION	0-4
Total	128



The Bachelor of Arts Degree with a Major in Spanish with Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature.	
FREE ELECTIVES	10-23
CONVOCATION	0-4
Total	128

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

French

101, 102. Elementary French
3-1-3,3-1-3.

201, 202. Intermediate French
Prerequisite: French 102 or two units of high school French or its equivalent. 3-1-3, 3-1-3.

203, 204. French Literature In Translation
Representative selections of French literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

211. Intensive Oral French
Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: One unit of high school French or its equivalent or permission of the instructor. 6-4-6.

212. Advanced Intensive Oral French
Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: French 211 or its equivalent or permission of the instructor. 6-0-6.

215, 216. Contemporary French Culture
Reading and discussion of newspaper and magazine articles in French. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation
Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature
The literature of France from the Old French period to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization
French history and civilization from early times to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century
Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

311, 312. French Conversation Abroad
Extension formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the Twentieth Century
Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

315, 316. Modern Prose
Reading and discussion of contemporary French prose. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research
Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

432. Methods of Teaching French
Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 2-0-2.

495, 496. Independent Study
Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

German

101, 102. Elementary German
3-0-3, 3-0-3.

201, 202. Intermediate German
Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

Greek

101, 102. Elementary New Testament Greek
A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek
Prerequisite: Greek 102. 3-0-3, 3-0-3.

300. Greek Civilization
A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek
Selections in the Pauline Epistles. Prerequisite: Greek 202. 3-0-3, 3-0-3.

495, 496. Independent Study
Selections from all books of the New Testament. Prerequisite: Greek 301, 302. 0-Independent Study-3, 0-Independent Study-3.

Hebrew

101, 102. Elementary Hebrew
A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the semester. 3-0-3, 3-0-3.

201, 202. Intermediate Hebrew
The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 102. 3-0-3, 3-0-3.

303. Jewish Civilization
A social and intellectual history of the Jews and their contributions to civilization from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

Latin

301. Roman Civilization
A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

Spanish

101, 102. Elementary Spanish
3-1-3, 3-1-3.

201, 202. Intermediate Spanish
Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-1-3, 3-1-3.

203, 204. Masterpieces of Spanish Literature in Translation
Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

211. Intensive Oral Spanish
Oral and written work in the language with emphasis on the spoken language. Conducted in Spanish. Prerequisite: one unit of high school Spanish or its equivalent or permission of the instructor. 6-4-6.

301, 302. Advanced Spanish Grammar, Composition, and Conversation
Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature
The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization
Spanish history and civilization from early times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

306. Spanish American Civilization and Culture
Spanish American civilization and culture from colonial times to the present. Prerequisite: Spanish 303 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature
Reading and discussion of selected works. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad
Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research
Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

432. Methods of Teaching Spanish
Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 2-0-2.

495, 496. Independent Study
Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

101, 102. Sign Language
Basic Sign Language of Manual Communication. A study of the vocabulary, grammar and syntax of American Sign Language used within the deaf community. Prerequisite for 102: Sign Language 101. 3-1-3, 3-1-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

The Department of Health Education and Physical Education offers two undergraduate programs: Physical Education (with or without teacher certification) and Health Education (with or without teacher certification). A Master of Arts in Education with a Health Education or Physical Education major is offered on the graduate level.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in physical education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) physical education majors will take Physical Education 107 and 207. All physical education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every physical education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

Degree Requirements

The Bachelor of Science Degree with a Major in Physical Education with Preparation for Teacher Certification (K-12) — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group B is recommended) 48

The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Physical education 107 and 207 will satisfy the physical education requirement. Biology 101, 203, 204, Physical Education 405 and Chemistry 103, Physics 103, or Physics 201 are required and will satisfy the natural science requirement.

MAJOR 32

General Theory 11
Physical Education 211, 406, 408, and 409

Theory 13
Physical Education 301, 331, 341, 342, and 402

Health Education 8
Health Education 321, and 5 hours from 222, 223, 401, 402 and 431

SUPPORTIVE STUDIES (Professional Education) 16

Education 412, 422, 316, 450, and Physical Education 432.

COMPLEMENTARY REQUIREMENTS 15

Psychology 201, 302, 303, and 6 hours of literature

COMPLEMENTARY ELECTIVES	8-15
Every major should select courses to enhance their teaching effectiveness.	
FREE ELECTIVES	2-9
CHAPEL	0-4
Total	128

The Bachelor of Science Degree with a Major in Physical Education	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group B is recommended)	48
The social science requirement must be taken from two of the following areas: anthropolgy, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the physical education requirement. Biology 101, 102, 203, 204, Physical Education 405 are required and will satisfy the natural science requirement.	
MAJOR	32
General Theory	11
Physical Education 211, 406, 408, and 409	
Theory	13
Physical Education 301, 331, 341, 342, and 402	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 401, 402 and 431.	
SUPPORTIVE STUDIES	15
Select from biology, education sociology, or psychology.	
COMPLEMENTARY REQUIREMENTS	15
English literature (3 hours), American literature (3 hours), Psychology 201, 302, and 303.	
FREE ELECTIVES	14-18
CHAPEL	0-4
Total	128

The Bachelor of Science Degree with a Major in Health Education with Preparation for Teacher Certification (K-12)	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group B is recommended)	48
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Biology 101, 203, 204, Physical Education 405 and Chemistry 103 are required and will satisfy the natural science requirement.	
MAJOR	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
SUPPORTIVE STUDIES	14
Education 412, 422, 450, Education 316	

COMPLEMENTARY REQUIREMENTS	15
Microbiology 205, Psychology 302, 303, and 6 hours of literature	
COMPLEMENTARY ELECTIVES	8-15
Every major should select courses to enhance their teaching effectiveness.	
FREE ELECTIVES	6-13
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with s Major in Health Education	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group B is recommended)	48
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Biology 101, 203, 204, Physical Education 405 and Chemistry 103 are required and will satisfy the natural science requirement.	
MAJOR	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
SUPPORTIVE STUDIES	14
Select from biology, education, sociology, psychology, microbiology	
COMPLEMENTARY REQUIREMENTS	15
English literature (3 hours), American literature (3 hours), Psychology 302 and 303	
FREE ELECTIVES	17-21
CONVOCATION	0-4
Total	128

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Physical Education Activity Courses

101. Orientation to Physical Education
0-2-1.

102. Team Sports (Soccer, Speedball, or Basketball)
0-2-1.

103. Beginning Swimming and Diving
0-2-1.

104. Gymnastics
0-2-1.

105. Advanced Gymnastics and Trampoline
0-2-1.

106. Rhythm and Movement
0-2-1.

107. Individual and Dual Activities
0-2-1.

108. Adaptive Activities
0-2-1.

109. Adaptive Activities
0-2-1.

113. Skiing
0-2-1.

114. Advanced Skiing
0-2-1.

201. Tennis and Badminton
0-2-1.

202. Team Sports
0-2-1.

203. Advanced Swimming
0-2-1.

204. Archery and Casting
0-2-1.

205. Conditioning and Weight-Training
0-2-1.

206. Golf and Bowling
0-2-1.

207. Individual and Dual Activities
0-2-1.

Physical Education

211. Principles and History of Physical Education
An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood, Intermediate)
A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving
Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals
Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods
A course presenting by means of classroom instruction and field demonstration the various systems and forms used in baseball, track, and field. 2-1-2.

307. Football Coaching Methods
A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods
A course presenting by means of classroom instruction and gym demonstrations the various systems used in basketball coaching. 2-1-2.

309. Officiating
Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation
A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9)
Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12)
Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports
3-3-3.

342. Theory and Techniques of Individual and Dual Sports
3-3-3.

402. Adapted Physical Education
Methods and materials for instruction in adapted and corrective physical education with special emphasis on the program for the mentally retarded child. 3-1-3.

404. Curriculum and Instruction
A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to physical education majors. 2-1-2.

405. Kinesiology
Study of many of the factors involved in human motion. Prerequisites: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise
A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles, nerves, and cardio-respiratory systems. Prerequisites: Biology 203 and 204. 2-0-2.

407. Foundation of Community Recreation
Introduction course in community organization of recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education
This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements
Study of tests and measurements. Currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics
Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

432. Secondary School Activities (Methods of Teaching)
A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 2-1-2.

435. Motor Learning
Study of basic concepts applicable to motor skill acquisition. Areas of study include variables effecting the learner (e.g., preception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). Primary purpose is to prepare instructors to teach motor skills. 3-0-3.

495, 496. Independent Study
Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. O-Independent Study-3, 0-Independent Study-3.

Health Education

221. Personal and Community Health
A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid
A course designed to train and qualify students as instructors in first aid. 3-1-3.

223. Safety Education
A course designed to enable the student to teach safety education (K-12). 3-1-3.

224. Nutrition
A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3.

320. Health Education (Early Childhood, Intermediate)
Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-2.

321. Health Education for Teachers
Methods and materials for classroom instruction in health and safety for the teacher. 3-0-3.

322. Helping Relationships for Health Science
A study dealing with human relations skill training using the Gazla Model as a base. 3-0-3.

325. Techniques of Athletic Training
First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 2-1-2.

400. Comprehensive Health Education
An introduction to the study of the development process of a comprehensive health education program. 3-0-3.

401. Drug/Alcohol Education
An introduction to the study of drug/alcohol use and abuse and the educational implications of drug related problems. 3-0-3.

402. Sexuality/Sex Education
An introduction to the study of basic issues relating to sexuality. Included will be strategies for teaching sex education. 3-0-3.

421. Driver Education and General Safety
Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

431. Problems in Health Education
Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

433. Organization/Administration/Evaluation in Health Science
A course designed to develop competencies in organizing, administering, and evaluating a school health program. 3-0-3.

495, 496. Independent Study
Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Mathematical Sciences

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some students for teaching mathematics in elementary or secondary schools, or for further study.
6. To introduce the student to the computer and its uses.
7. To prepare some students to become computer programmers or computer analysts.

Degree Requirements

The Bachelor of Science Degree with a Major in Mathematics	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A or B) Any student electing Group A must earn 8 hours in one of the following areas: biology, chemistry, physics. Any student electing Group B must earn 8 hours in either chemistry or physics.	43-52
MAJOR Mathematics 221, 222, 321, and 322 are required. The remaining semester hours are to be selected from mathematics courses numbered above Mathematics 210.	30
SUPPORTIVE STUDIES Science: (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: biology, chemistry, or physics; this area must be different from that chosen to satisfy the natural science requirements in Group A.) Computer Science 250 or 305 is required. A student must complete the remaining hours from one of the following areas: biology, chemistry and geology, business administration; or computer science courses in the Mathematical Sciences department.	15
COMPLEMENTARY ELECTIVES These courses must be selected from area(s) not directly related to the major, as approved by the chairman of the department.	15
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a Major in Mathematics with Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A or B) For Group A, Biology 101 and one of the following are required: Chemistry 103 or 111, Geology 101, Physics 103 or 201. For Group B, 8 hours of natural science in addition to that required for Group A are required. At least 8 hours of the 16 hours of natural science must be either chemistry or physics.	43-52

The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, sociology. Art 207 or Music 125 is required to satisfy the fine arts requirement if Group B is elected.

MAJOR 30

Mathematics 221, 222, 302, 303, 321, 322, 404, and Computer Science 250 or 305 are required. The remaining hours are to be selected from Mathematics 216, 304, 312, 400, 401, 403, 495, 496.

SUPPORTIVE STUDIES 16-24

Education 316, 412, 422, 432, and 450 are required. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in natural science. At least 8 hours of the 16 hours of natural science must be either chemistry or physics. The remaining hours are to be selected from the following areas: biology, chemistry, physics, economics, business administration, computer science, as approved by the chairman of the department.

COMPLEMENTARY REQUIREMENTS 17

Health 221, Psychology 201, 302, 303, and 6 hours of literature.

FREE ELECTIVES 1-22

CONVOCATION 0-4

Total 128

The Bachelor of Science Degree with a Major in Computer Science	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A or B)	43-52
MAJOR	30
The major consists of 30 semester hours selected from the courses listed under computer science.	
SUPPORTIVE STUDIES	15
Mathematics 221, 222, 321, 322, and 302 are required.	
COMPLEMENTARY ELECTIVES	15
These courses may be selected from area(s) not directly related to the major, as approved by the chairman of the department.	
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

Dual-Degree Program in Engineering

Gardner-Webb College has entered into an agreement with the School of Engineering of Auburn University to establish a Dual-Degree Program, whereby an undergraduate student will attend Gardner-Webb College for approximately three academic years and the School of Engineering at Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Gardner-Webb College and an engineering bachelor's degree from Auburn University.

Dual-Degree candidates will be eligible to seek any of the following degrees from Auburn University:

Bachelor of Aerospace Engineering
Bachelor of Aviation Management
Bachelor of Chemical Engineering
Bachelor of Civil Engineering
Bachelor of Electrical Engineering
Bachelor of Industrial Engineering
Bachelor of Materials Engineering
Bachelor of Mechanical Engineering
Bachelor of Textile Chemistry
Bachelor of Textile Engineering
Bachelor of Textile Management

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B) ..... Chemistry 111, 112 and Physics 203, 204 are required for natural science. Economics 203, 204 are required for social science. Music 125 is required for fine arts.	48
MAJOR ..... Mathematics 221, 222, 312, 321, 322, 403 and Computer Science 305 are required.	30
SUPPORTIVE STUDIES ..... Engineering courses taken at Auburn University.	15
COMPLEMENTARY REQUIREMENTS ..... Psychology 201 is required.	17
CONVOCATION ..... 96 semester hours must be completed at GWC.	1-3

Description of Courses

Mathematics

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

100. Basic Mathematical Skills
A study of selected topics from arithmetic and algebra. A required laboratory period each week gives the student practice on topics covered in the class lectures. (Counts as an elective; will not count toward Basic Course Requirements.) 3-½-3.

101. Principles of Mathematics
A study of mathematical patterns, numeration systems, fractions, decimals, elementary number theory, measurement, introduction to computers, and counting techniques. (Recommended for K-9 Education Majors and students who have not completed Algebra II.) 3-0-3.

111. Trigonometry
A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra
Axiomatic properties of real numbers, sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

204. Mathematics for Elementary Teachers
A study of real numbers, probability, statistics, geometry, and algebra. Prerequisite: Mathematics 101. 3-0-3.

216. Probability and Statistics
Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

219. Calculus for Business and Social Science
A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Math 112. 3-0-3.

221. Introductory Calculus
A course including the study of real functions and their graphs; slope, limit, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I
The definite integral with applications; transcendental functions; techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

300. Applied Discrete Mathematics
A study of probability, statistics, logic, mathematics of finance, and linear algebra with emphasis on applications in conjunction with the computer. 3-0-3.

302. Linear Algebra
Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry
Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics
A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

312. Intermediate Analysis
Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Calculus and Analytic Geometry II
Trigonometric functions and their inverses, hyperbolic functions and their inverses, improper integrals, series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculu
Polar coordinates, conic sections, solid analytic geometry, partial differentiation; multiple integration. Prerequisite: Mathematics 321. 3-0-3.

400. Mathematical Statistics
A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisite: Mathematics 321. 3-0-3.

401. Introductory Topology
A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3.

403. Differential Equations
Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

404. Modern Abstract Algebra
A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

495, 496. Independent Study
Prerequisites: Mathematics 322 and approval of the chairman of the department. 0-Independent Study-3, 0-Independent Study-3.

Mathematics Education

330. Methods of Teaching Mathematics and Science
(K-9) Planning, teaching and evaluating mathematics and science in the elementary school. (For elementary education majors only.) 3-0-3.

432. Methods of Teaching (Mathematics)
A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. 2-0-2.

Physics

103. Introductory Physics
A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4.

201, 202. General Physics
The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, sound, light, magnetism, electricity, and nuclear energy. Prerequisites: Mathematics 111 and 112 or 221. 3-3-4, 3-3-4.

203, 204. Physics for Engineers
Techniques of calculus will be applied to the study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Co-requisite: Mathematics 221. 3-3-4, 3-3-4.

Computer Science

241. Introduction to Computer Fundamentals
(See Management Information Systems 241) 3-0-3.

250. Algorithmic Language I
This course is designed to give the student an introduction to the BASIC (Beginner's All-Purpose Symbolic Instruction Code) programming language and to provide basic skills in the use of this language. The student will analyze, evaluate, and program various application problems. (See Management Information Systems 250.) 2-2-3.

305. Algorithmic Languages II
FORTRAN and its applications to scientific, engineering and commercial problems. (See Management Information Systems 305.) Prerequisite: Mathematics 112 or 221. 2-2-3.

352. Algorithmic Languages III
COBOL with applications to business problems. (See Management Information Systems 352). Prerequisite: Computer Science 250. 2-2-3.

353. PL/1 Computer Programming
The study of PL/1 computer programming language and its application to scientific and commercial problems. (See Management Information Systems 353.) Prerequisite: Computer Science 241. 2-2-3.

360. Assembly Language Programming
Fundamental programming techniques-assembly and machine languages. (See Management Information Systems 360.) Prerequisite: Computer Science 250 or 305. 2-2-3.

361. Operating System
Survey of computer operating systems. Batch processing, time sharing, multiprocessing, real time control and disk operating systems. Prerequisite: Computer Science 360. 3-0-3.

400. Scientific Programming Techniques
Subroutines for general quadratics, series solutions, interpolation and extrapolation, continued fractions, differential equations, matrix manipulation, error propagation and other advanced scientific applications. Prerequisites: Mathematics 321 and Computer Science 305. 2-2-3.

441. Numerical Methods
Numerical methods in mathematical applications of the computer to combinatorics, Stochastic processes, and applied mathematics. Prerequisites: Computer Science 250 or 305, and Mathematics 302. 3-0-3.

442. Information Systems
Simulation model building, operations research, applications to other sciences. Prerequisites: Computer Science 250 or 305, and Mathematics 302. 3-0-3.

450. Compiler
Principles of construction of compilers and building operating systems. Prerequisite: Computer Science 361. 2-2-3.

495, 496. Independent Study
Prerequisite: Approval of the chairman of the department. 0-Independent Study-3, 0-Independent Study-3.



Department of Natural Sciences

Courses in the natural sciences are designed to help students develop a better understanding of themselves and nature. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Pre-Medical, Pre-Dental, Pre-Veterinary, Physician Assistant and **Medical Technology** students will work closely with a faculty adviser in pursuing their course of study.

Refer to page 130 for full description of the Medical Technology program and Physician Assistant Program.

Degree Requirements

The Bachelor of Science Degree with a Major in Biology	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) Biology 101 is required in Groups A and C. Chemistry 111 and 112 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. Calculus 221 will satisfy mathematics requirements. German or French is the recommended foreign language.	40-52
MAJOR The major requires 30 hours above the core courses in the natural sciences, one of which is Biology 101. Included in the 30 hours are at least two semesters of biology seminar and at least 8 hours of plant and 8 hours of animal biology.	30
SUPPORTIVE STUDIES Chemistry 111 and 112 are required if Group A or C is elected, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the natural sciences and mathematics as approved by the faculty adviser. Chemistry 201 and 202 are required. Physics 201 and 202 are recommended.	15
COMPLEMENTARY ELECTIVES These courses must be selected from area(s) not directly related to the major, as approved by the faculty adviser.	15
FREE ELECTIVES	12-28
CONVOCATION	0-4
Total	128

Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree with a Major in Biology with Preparation for Secondary (9-12) Teacher Certification — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C)..... 40-52

The social science requirements may be fulfilled by taking Psychology 201 and one course from the following areas: anthropology, economics, geography, political science, and sociology. German is the recommended foreign language. Biology 101 is required in Groups A and C. If Group B is elected, additional hours in natural science must be taken, also. The mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected. Calculus 221 will satisfy the mathematics requirements.

MAJOR..... 30

The major requires 30 hours above Biology 101 and another core course in the natural sciences. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of biology seminar are required, and a minimum of 8 hours of plant and 8 hours of animal biology.

SUPPORTIVE STUDIES..... 15-22

Chemistry 111 and 112, 201 and Education 432 are required. Geology and / or Physics are also required if Group A or C is elected, and Mathematics 112 is also required if Group A or B is elected. Calculus 221 will satisfy the mathematics requirements. Any remaining hours may be selected from mathematics and / or the natural sciences, as approved by the faculty adviser. Geology 101, 102, Chemistry 202, 422, Physics 201, and 202 are recommended.

COMPLEMENTARY REQUIREMENTS..... 29

Education 316, 412, 422, 450, Health 221, Psychology 302, 303, and 6 hours of literature.

FREE ELECTIVES..... 0-14

CONVOCATION..... 0-4

Total..... 128

The Bachelor of Science Degree with a Major in Chemistry — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C)..... 40-52

To satisfy the natural science requirement, those electing the chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221. German is the recommended foreign language.

MAJOR..... 30

The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, inorganic and biochemistry with independent study being elective. At least two semesters of chemistry seminar are required.

SUPPORTIVE STUDIES	14-18
Biology 101, Physics 201 and 202* and Mathematics 112** and 211** are required. The remaining hours may be selected from mathematics, the natural sciences, and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	9-29
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a Major in Chemistry with Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The social science requirements may be fulfilled by taking Psychology 201 and one course from the following areas: anthropology, economics, geography, political science, and sociology. To satisfy the natural science requirement, the chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221.	
MAJOR	30
The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, inorganic and biochemistry with independent study being elective. At least two semesters of chemistry seminar are required.	
SUPPORTIVE STUDIES	14-18
Biology 101, Physics 201 and 202*, Mathematics 112** and 221**, and Education 432 are required. Any remaining hours may be selected from mathematics, the natural sciences and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY REQUIREMENTS	29
Education 316, 412, 422, 450, Health 221, Psychology 302, 303, and 6 hours of literature.	
FREE ELECTIVES	0-15
CONVOCATION	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

Description of Courses

Biology

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

101. General Biology
Introduction to human biology, genetics, reproduction and development, and ecology. 3-3-4.

102. General Biology
Introduction to cellular and molecular biology, diversity of organisms, and homeostatic mechanisms. Offered summers only. 3-3-4.

201. Invertebrate Zoology
Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology. 3-3-4.

202. Vertebrate Zoology
A systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, lab exercises in morphology. Prerequisite: one semester of general biology. 3-3-4.

203, 204. Human Anatomy and Physiology
A study of the structure and functions of the human body. 2-2-3, 2-2-3.

205. Microbiology for the Health Sciences
A study of basic practical and theoretical concepts in microbiology and immunology. Material relevant to patient care is emphasized. 2-3-3.

206. General Microbiology
An introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. 3-3-4

207, 208. Botany
The morphology, physiology, reproduction, and ecological relationship of plants. 3-3-4, 3-3-4.

210. Plant Systematics
A systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. The laboratory work is field oriented and centers around a field collection of specimens. 3-3-4.

301. Genetics
A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3.

303. Environmental Health
A study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included. 3-0-3.

305. Environmental Microbiology
The application of standard methods for the examination of waters, milks, foods, and related substances. The sanitary and public health aspects of these determinations are related to the course. 3-0-3.

307. Applied Bacteriology and Immunology
Testing procedures utilized in public health and diagnostic bacteriological and serological laboratories are discussed and performed. Immunological bases for such procedures are discussed, demonstrated, and performed. 3-0-3.

310. Nutrition
The biochemical basis of how the body uses food; relationship of nutrition to health; practical aspects of obtaining, storing, and preparing food for maximum nutrition; diets. 3-0-3.

311. Nutrition Lab
0-3-1.

335. Pathophysiology
A study of alterations in normal body structure and function associated with various disease processes. The rationale of relevant diagnostic and treatment procedures will also be discussed. 3-0-3.

385, 386. Practicum in Life Sciences
Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors. No more than two hours credit may be used toward graduation. Prerequisite: Approval of department chairman. 0-6-1.

391, 392, 491, 492. Biology Seminar.
Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Required of all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cell Biology
Survey of cellular structure and function with emphasis on biochemical and physiological mechanisms, and techniques for investigating cells. Prerequisites: Biology 101, Chemistry 202 or 422. 3-3-4.

402. Ecology
A study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. 3-3-4.

404. Developmental Biology
A study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-3-4.

405. Topics in Advanced Biology
Study of specific areas in biology not covered by other upper level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 101 and permission of instructor. 3-3-4 or 3-0-3.

422. Biochemistry
(See Chemistry 422.) 3-3-4.

495. 496. Independent Study
Individual work planned to meet the need and interests of qualified students. O-Independent Study-(1-3), O-Independent Study-(1-3).

Chemistry

103. Introductory Chemistry
Recommended for nonscience and nursing majors. Emphasis in applying the basic principles of chemistry: history, measurements, formulas and equations, structure and bonding, states of matter, reactions, solutions, and nomenclature. Prerequisite: Satisfactory performance in high school algebra, Mathematics 100 or 101. No previous college credit for chemistry. 3-3-4.

111. General Chemistry
Recommended for beginning science and mathematics majors. Emphasis in the fundamental laws and theories of chemistry: chemical formulas and equations, gas laws, thermochemistry, electronic structure, chemical bonding, and physical properties. Prerequisite or corequisite: Mathematics 111 or 112. 3-3-4.

112. General Chemistry
A continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates, acids and bases, redox reactions, and organic and inorganic reactions. Prerequisite: Chemistry 111. 3-3-4.

201, 202. Organic Chemistry
Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112. 3-3-4, 3-3-4.

301. Analytical Chemistry
Methods of chemical and instrumental analysis as applied to chemistry, biology, and medicine: phase-change separations, extraction, chromatography, spectrophotometry, and spectroscopy (UV-VIS and IR). Prerequisite: Chemistry 112; Prerequisite or corequisite: Chemistry 201. 3-3-4.

302. Analytical Chemistry
A continuation of Chemistry 301: spectroscopy (NMR and MASS), electrochemistry, acid-base titrations, and kinetics. Prerequisite: Chemistry 301. 3-3-4.

305. Organic and Biochemistry for Health Sciences
A study of the structure and function of organic and biological molecules. Some topics which will be considered are basic organic reactions, metabolism (including metabolic disorders), molecular genetics, regulatory molecules (hormones), and an introduction to clinical chemistry. 3-0-3.

385, 386. Practicum in Chemistry
0-6-1.

391, 392, 491, 492. Chemistry Seminar
Directed reading, study, and discussion designed to reemphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. 402. Physical Chemistry
Application of laws of physics and mathematics to chemistry; kinetics and thermodynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4.

422. Biochemistry
A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

451, 452. Inorganic Chemistry
A comprehensive study of the physical and chemical properties of the elements; theories of electronic structure and chemical bonding, spectroscopy, coordination chemistry, molecular structure and reactivity, and a survey of inorganic, organometallic, and bioinorganic chemistry. Prerequisites: Chemistry 402 and Mathematics 222. 3-0-3, 3-3-4.

395, 396, 495, 496. Independent study
Individual work planned to meet the needs and interests of qualified students. Juniors will enroll in 395, 396, and seniors in 495, 496. O-Independent Study-(1-3), O-Independent Study-(1-3) O-Independent Study-(1-3), O-Independent Study-(1-3).

Geology

101. Physical Geology
A survey of the distribution, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-4.

102. Historical Geology
A survey of geologic history of the earth as told by rocks. Emphasis will be placed on plate tectonics and the development of life throughout geologic times. Prerequisite: Geology 101. 3-2-4.

Science Education

101. (GOAL 301) Life and Physical Science (Early Childhood and Intermediate)
This course is an introduction to the physical sciences with emphasis on physics and chemistry. For elementary education majors only. 3-2-4.

102. (GOAL 302) Life and Physical Science (Early Childhood and Intermediate)
This course is an introduction to the earth and biological sciences with emphasis on geology, astronomy, and biology. For elementary education majors only. 3-2-4.

330. (Math/Science 330).
Methods to teaching mathematics and science (K-9) planning, teaching and evaluating mathematics and science in the elementary school. (For elementary education majors only.) 3-0-3.

432. Methods of Teaching (Science)
Methods of planning, teaching, and evaluating science in the high school. (For secondary education majors only.) 2-0-2.

Science (for GOAL Program non-education majors only)

301. Practical Life Science
The practical and classical aspects of science. Discussion topics include hobbies, population and aging, quality of life and survival. 2-0-3.

302. Practical Physical Science
Introduction to structure and behavior of matter. Emphasis is on physical and chemical principles, and practical applications of these principles. 2-0-3.

303. Human Biology
A brief survey of human structure and function with emphasis on human genetics, disease and reproduction. 2-0-3.

321. Energy
Introduction to laws of thermodynamics, units of energy and energy transformations, survey of major sources of energy, with emphasis on limitations of each; socio-economic and political aspects of present and future energy demands. 2-0-3.

322. Environment
Survey of principles of ecology with emphasis on human impact on the environment; literature of ecological movement in the U.S. since 1960; field trips. 2-0-3.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of study behavior, and an appreciation of the dignity and complexity of persons. The department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

Degree Requirements

The Bachelor of Science Degree with a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
Psychology 201 and 206, which are required, will satisfy the social science requirement, and Biology 101 and one other science are recommended for the natural science requirement.	
MAJOR — (36 hours, 6 counted on Basic Course Requirement)	30
Psychology 201, 206, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	
SUPPORTIVE STUDIES.....	15-23
To be chosen from philosophy, mathematics, natural science, theatre arts, literature, sociology, anthropology, foreign language, and other courses approved by the faculty adviser.	
COMPLEMENTARY REQUIREMENTS.....	15
Other area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	4-28
CONVOCATION.....	0-4
Total.....	128

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Psychology 201 is a prerequisite for all other courses in psychology.

201. General Psychology
A survey of psychology as the scientific study of behavior. The areas treated include learning, motivation, personality, measurement, and developmental process, social adjustment, and the biological bases of behavior. 3-0-3.

206. Developmental Psychology
The psychological evolution of the individual through the life span and effect of the bio-social field on that evolution. 3-0-3.

301. Child Psychology
A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. 3-0-3.

302. Adolescent Psychology
The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. 3-0-3.

303. Educational Psychology
An analysis of the basic principles of classroom learning with emphasis upon the application of theory to practical situations. Special attention is also given to fundamental testing practices and measurement concepts. 3-0-3.

305. Psychology of Personality
A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.

307. Physiological Psychology
An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. 3-0-3.

310. Social Psychology
A study of the interactions of persons in American society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3.

380. Personal Assessment and Adjustment
A study of the theoretical and experiential bases of self-actualization and interpersonal development. Prerequisite: junior or senior standing. 3-0-3.

396. Introduction to Statistics
An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology
An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology
Survey and analysis of the major mental disorders, interpretations, and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.

402. Introduction to Counseling
The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.

403. Human Behavior in Organizations
The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. (See Management 403). 3-0-3.

405. Psychology of the Exceptional Child
A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

441. Psychology of Learning
A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. 3-0-3.

444. Psychological Measurement and Appraisal
An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. 3-0-3.

491, 492, 493. Seminar in Psychology
1-0-1, 2-0-2, 3-0-3.

495, 495. Independent Study
An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. 0-Independent Study-3, 0-Independent Study-3.

497. 498. Internship in Psychology
Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

Department of Religious Studies and Philosophy

The purpose of the Department of Religious Studies and Philosophy is to be seen in a two-fold manner:

1. For all students of the college, the presentation of the Christian heritage as a part of the student's liberal arts education in a church-related college.
2. For the students who choose to pursue a major, the preparation of the student both to think and to act reponsibly with the knowledge gained, so that the student can pursue further study and a life of servant leadership.

Degree Requirements

The Bachelor of Arts Degree with a Major in Religion — **Semester Hours**

(A student may choose to concentrate in certain areas within the religion major according to academic interests.)

BASIC COURSE REQUIREMENTS (Group A) 43-52

Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 302, 303, 306, 307, 311, 312, 314, 316, or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 327, 333, or 337.

Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, 347, or 349.

Area IV. Related Disciplines. Select 3 hours from Religious Education 371, 372, 373, or 375.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, Religious Education 375 and 490.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 495, Religious Education 270 271, 374, or 401. Six hours of Greek language or Hebrew language may apply toward the major after the Basic Course Requirements in foreign language are satisfied.

SUPPORTIVE STUDIES 15-16

Take any two literature courses offered by the Department of English Language and Literature plus one practicum (Religious Education 377, 397, Religion 358 or 397 as approved by the faculty adviser) and select 6-9 hours from the following courses: Business Education 307, Greek 301, 302, Greek Civilization 300, Hebrew 101, 102, 201, 202, Hebrew Civilization 303, History 310, Latin Civilization 301, Music 265, Religion 327, Religious Education 371, 374, 377, 397, 401, Sociology 203, 320, 356, one Psychology Course, Health 221, 222, or Speech 102. Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.

COMPLEMENTARY REQUIREMENTS	15
Select 15 hours from the courses or subject areas listed below: Art 301, 302, Business Administration 213, 214, 316, English, French, German, history, philosophy, Physical Education 312, psychology, sociology, Spanish and substitutions, as approved by the faculty adviser.	
FREE ELECTIVES	11-25
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree with a Major in Religion with Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be met by taking Sociology 201 and one course from the following areas: anthropology, economics, geography, or political science. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 302, 303, 306, 307, 311, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 327, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, 347, or 349.	
Area IV. Related Disciplines. Select 3 hours form Religious Education 371, 372, 373, or 374.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 495.	
Six hours of Greek may apply toward the major after the Basic Course Requirements in foreign language are satisfied.	
SUPPORTIVE STUDIES	17
Six hours of literature, Health 221, Psychology 201, 302, and 303 are required.	
COMPLEMENTARY REQUIREMENTS	14
Education 316, 412, 422, 432,450.	
FREE ELECTIVES	11-24
CONVOCATION	0-4
Total	128

Description of Courses

Religion

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

101. Introduction to the Old Testament
3-0-3. (This course is not open to students who have satisfactorily completed Religion 304.)

102. Introduction to the New Testament
3-0-3. (This course is not open to students who have satisfactorily completed Religion 305.)

243. Religion and Modern Experience
An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions
A historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds
A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. The Sacred Writings
A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

303. Old Testament Prophets
A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

304. Old Testament Survey.
(This course is not open to students who have satisfactorily completed Religion 101.) 3-0-3.

305. New Testament Survey.
(This course is not open to students who have satisfactorily completed Religion 102.) 3-0-3.

306. Old Testament Thought
The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

307. Studies in the Pentateuch
A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

311. The Teachings of Jesus
A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

312. Life and Letters of Paul
A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought
A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John
A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews
A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

322. Early and Medieval Christianity
A survey of the history of the Christian church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity
Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity
An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought
An historical study of the Baptist movement since the seventeenth century. 3-0-3.

326. Christian Missions
A study of the history of world missions of the Christian movement with emphasis upon its biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

327. The Reformation Era
This is a period study of Europe, giving special emphasis to religious changes. Beginning with fourteenth century Italy, it concludes with the Puritan struggle in England. 3-0-3.

333. Basic Christian Beliefs
An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion
An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

341. Basic Christian Ethics
A systematic study of the nature of morality, the principles of biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

345. Black Church History
A survey of the religious political history of the Black church, together with a look at the modern Black church, Black religious leaders, and Black theology. 3-0-3.

347. Judaism
A study of the history and experience of the Jewish people, including the religion and philosophy characteristic of the Judaic movement. 3-0-3.

349. Religion and Literature
A study of biblical faith in its literary dimension with application to human experience as depicted in novels, films, and short stories. 3-0-3.

354. Christian Preaching
The fundamentals of sermon preparation and delivery. Prerequisites: six hours of religion and Speech 102. 3-0-3.

358. The Pastor's Work: A Practicum
A study of the minister's personal development and his work as pastor of a church. 2-Practical Experience-3.

397. Pastoral Internship
A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. O-Practical Experience-3.

491. Old Testament Seminar
3-0-3.

492. New Testament Seminar
3-0-3.

493. Church History Seminar
3-0-3.

494. Contemporary Theology Seminar
3-0-3.

495. Independent Study
A course consisting of guided reading, conferences with the professor, and written reports. O-Independent Study-3.

Religious Education

270. Introduction to Religious Education Foundations
An inquiry into the history, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education and how they relate to Southern Baptist polity and structure. 3-0-3.

271. Introduction to Religious Education Ministries
Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal growth and development, church renewal, and outreach ministries. 3-1-3.

371. Religious Education of Pre-schoolers and Children
A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3.

372. Religious Education of Youth and Adults
A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3.

373. Religious Education Foundations: Church Administration
A study of church polity, leadership, and administration with special attention given to organizational development and public relations. 3-0-3.

374. Psychology of Religion
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Foundations: Organizations and Curriculum
An in-depth study of the Southern Baptist organizations of religious education, their function in a church, their structure, and their respective curricula. 3-0-3.

377. Field Education: The Ministry of Education
A semester spent in part-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-1.

397. Religious Education Internship
A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-3.

401. Counseling for Church Leaders
A study of basic counseling techniques, such as, referral, qualifications of the counselor, theories of personality, etc., along with a consideration of basic counseling theories. A special emphasis will be given to a study of Integrity Therapy, Reality Therapy, Behavior Modification, and Transactional Analysis. Prerequisites: 6 hours of psychology. 3-0-3.

490. Religious Education Seminar
Independent research, guided reading, and group investigation offer the senior student the opportunity to study more deeply the total scope of the religious education ministry in a local church. Prerequisites: Religious Education 270 and senior standing. 3-0-3.

495. Independent Study
An in-depth study for seniors majoring in religion who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. 0-Independent Study-3.

Philosophy

200. Introduction to Philosophy
An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

Department of Social Sciences

The Department of Social Sciences accepts candidates for the Bachelor of Arts degree with a major in history, social science, and sociology. The social science major will concentrate in either economics, history, political science, sociology, criminal justice, or human services.

The major purposes of the department are as follows: (1) to prepare students for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

Degree Requirements

The Bachelor of Arts Degree with a Major in History	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
The major requires 30 hours above History 101 and 102, which are prerequisites to all other history courses. History 201 and 202 are required of all history majors.	
SUPPORTIVE STUDIES	15
Supportive work may be done in the following area(s): economics, geography, political science, psychology, and sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

The Bachlor of Arts Degree with a Major in Sociology	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
The major requires 30 hours of sociology and must include Sociology 201, Sociology 311, and Sociology 330. It is strongly recommended that sociology majors take a course in statistics chosen from the following: Psychology 396 or Mathematics 400.	
SUPPORTIVE STUDIES	15
The supportive studies consist of fifteen hours taken from the social sciences. Six hours must be taken from each of two social sciences. These social sciences would include economics, geography, history, and political science.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree with a Major in the Social Sciences	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
The social science major must complete at least 18 hours in one of the following areas: economics, history (above 101 and 102), political science, or sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in economics. History 201 and 202 are required of all students concentrating in history. Political Science 201 and 202 are required of all students concentrating in political science. Sociology 201 is required of all students concentrating in sociology.	
SUPPORTIVE STUDIES	15
The supportive studies consist of 15 hours in the social sciences (including psychology) above those in the Basic Course Requirements and the major. Six hours of credit must be earned in an area of the social sciences which is not included in the major.	
COMPLEMENTARY ELECTIVES	15
These must be taken from areas not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	12-25
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree with a Major in the Social Science with Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from one of the following areas: economics, geography, history, political science, psychology, and sociology. The natural science requirement must by fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
The social science major must develop with his adviser a major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more of the social sciences other than the field of concentration and the one(s) used in the Basic Course Requirements.	
SUPPORTIVE STUDIES	15
The supportive studies consist of Psychology 201 and 302 and 9 hours of additional social sciences approved by the faculty adviser. The additional hours are designed to supplement the Basic Course Requirements and the major.	
COMPLEMENTARY REQUIREMENTS	26
Education 316, 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature.	
FREE ELECTIVES	1-14
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a Major in Social Science with a Concentration in Criminal Justice.

The Social Science-Law Enforcement major is a dual/joint degree program between Gardner-Webb and several other institutions including Cleveland County Technical College, Gaston Community College, Isothermal Community College, and Western Piedmont Community College. The program provides courses permitting the student to earn an Associate of Arts degree in law enforcement at another institution and the Bachelor of Science degree in social science with a concentration in criminal justice. Students not wishing to receive the Associates degree will be required to take appropriate work at a two-year school in order to complete the B.S. degree at Gardner-Webb. The criminal justice student in the evening school will generally be expected to receive the Associates degree in an approved program as a prerequisite for entering the Gardner-Webb criminal justice program. Those students interested in the program should correspond with Dr. Barry Hambright, program coordinator, or Dr. Larry Sale, Assistant Academic Vice-President for Special Studies.

The Bachelor of Science with a Major in Social Science with a Concentration in Human Services

The Social Science-Human Services major is embodied in an Evening College program. The degree program is designed within the liberal arts tradition of the college to prepare students for work in a wide range of social agencies that serve human needs at individual, group, or community levels. The program is designed for students who have completed approximately one-half of their college course work and who desire to pursue the Bachelor's degree with the intent of improving their helping skills. Students desiring to enter the program should have an Associate's degree in an approved area. Those students interested in the program should correspond with Dr. Barry Hambright, program coordinator.

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Geography

101. Introduction to Physical Geography
The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.

102. World Regions
The study of the physical and human geography of the various world regions. 3-0-3.

320. Environment and Man
A study of the two-way relationship between persons and their environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

History

101. Survey of Modern Western Civilization
Beginning with the Renaissance, and including the Reformation and the Enlightenment, this study concludes with the French Revolution. 3-0-3.

102. Survey of Modern Western Civilization
Beginning with the Congress of Vienna and the Romantic Era, this course attempts a perspective of the last century and the present one. 3-0-3.

201. Survey of United States History to 1877
This course attempts to develop a knowledge of the social, political, intellectual, economic, and constitutional foundations of the United States and its people. 3-0-3.

202. Survey of United States History since 1877
This course is designed to trace the historical elements which have influenced modern American society. 3-0-3.

310. The Ancient World
A study of the development of civilization from the earliest times to the fifth century A.D.; with emphasis on the contributions of the Greeks and Romans in the political, social, artistic, intellectual, and religious fields. 3-0-3.

311. Medieval Europe
This is an examination of Europe in its changing state after the fall of the Roman Empire, with emphasis on: the Moslem culture, the Byzantine culture, Feudalism, the Carolingian culture, the Crusades, the development of the church, the towns, and the educational institutions. 3-0-3.

315. The United States during the Colonial Period
The history of the settlement of the American Colonies and the development of the social, political, and intellectual institutions that formed the foundations of American civilization. 3-0-3.

316. Hamilton, Jefferson and Jackson
A study of the beginnings of American Federalism, expansion and development of political and social life of the United States. 3-0-3.

317. The Old South
A survey of the ante-bellum South with emphasis on the development of the unique Southern institutions and the place of the South in the nation. 3-0-3.

318. Civil War and Reconstruction
An intensive study designed to investigate and analyze the causes and events of the American Civil War and its consequences. 3-0-3.

319. The United States in the Twentieth Century
A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of Constitutional principles. 3-0-3.

322. Early and Medieval Christianity
This is an examination of Europe in its changing state after the fall of the Roman Empire, with emphasis on: The Moslem culture, the Byzantine culture, Feudalism, the Medieval church, the Crusades, and the growth of towns. 3-0-3.

323. Modern Christianity
Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in the increasingly secular society. 3-0-3.

327. The Renaissance and Reformation
This is a period study of Europe, beginning with fourteenth century Italy and concluding with the Puritan struggle in England. 3-0-3.

332. Twentieth Century Europe
This is a survey of the events in Europe since 1914 including the breakdown of the Versailles settlement, the rise of fascism, the Second World War, and the problems of a divided Europe. 3-0-3.

337. History of England Before 1689
A survey of the development and growth of England into a nation, with attention given to constitutional progress and the achievements of the Tudor and Stuart periods. 3-0-3.

338. History of England Since 1689
A survey of the development of England's democratic government, considering economic, social, intellectual, diplomatic, and imperial affairs. 3-0-3.

345. North Carolina History
A chronological study of the history of North Carolina from its colonial beginnings until the present. The student learns how the state is typically Southern, and how it is not. The State's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3.

352. Survey of Latin American History
This course surveys the history of the region as a whole, and then looks at the salient features of each individual country's history, people, and culture. Careful attention is given to Indian peoples, the Blacks, and the relations of the region with the U.S. 3-0-3.

362. History of the Soviet Union
A study of the background of the Russian Revolution, as well as a survey of political, economic, social, and cultural development since 1917. 3-0-3.

380. Modern Germany Since 1789
A study of the political, social, and cultural developments in Germany since 1789. Much attention is given the political developments since 1914. 3-0-3.

411. Diplomatic History of the United States
A course concerned with the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The effect of this transformation will be emphasized. 3-0-3.

412. History of the Middle East
This course combines a topical and chronological approach. Much attention is given to the strategic importance of this area to the rest of the world, the religion and culture of the people, and the contributions the area has made to the world's culture. 3-0-3.

413. History of Africa Since 1500
The student in this course learns the general history of peoples and areas of Africa, European imperialism's effects, both good and bad, Soviet activities and "wars of national liberation," and the importance of Africa's resources to the modern industrial world. 3-0-3.

495, 496. Independent Study
An honors course open to senior majors in the department. Consent of the chairman of the department required. Prerequisite: "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Political Science

201. Introduction to Political Science
A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.

202. United States Government
A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

303. American Foreign Policy
A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States
A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal government. 3-0-3.

305. Public Opinion and Political Participation
A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Policies
An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

311. European Government and Politics
A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations
A study of governments, politics, and political problems of emerging nations. 3-0-3.

314. Judicial Process
A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3.

315. Civil Liberties
A study of basic freedoms such as speech, press, and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3.

320. Constitutional Law
A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics
An analysis of politics among nations. 3-0-3.

325. Southern Politics
An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3.

403. The President, Congress, and Public Policy
An analysis of the roles of the President and Congress in making national policy. 3-0-3.

495. Independent Study
Open to senior majors in the department. Consent of the department is required. Prerequisite: "B" average in the department. 0-Independent Study-3.

497, 498. Internship in Political Science
Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

Sociology

201. Introduction to Sociology
This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems
An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family
This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology
A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311. Social Research Methodology
The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

313. Sociology of Deviant Behavior
Introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3-0-3.

320. Cultural Anthropology
A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

330. Sociological Theory
A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

331. Principles of Social Work
The field of social work—nature, scope, and functions of social work today, including public and private social agencies and institutions. 3-0-3.

356. Sociology of Religion
Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396. Introduction to Statistics
(See Psychology 396). 3-0-3.

400. Race Relations
A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology
An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. The Urban Community
A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

432. Methods of Teaching Social Science (Secondary)
Emphasizes the understanding and application of the use of materials and teaching methods. The course includes laboratory experience on the secondary level. 3-0-3.

497, 498. Internship in Sociology
Three hours credit may apply to the student's major. Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

Criminal Justice

410. A Philosophy of Criminal Justice
The major focus of this course will be with punishment and alternatives for dealing with law violation, as well as with some of the relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, the legitimacy of alternative to punishment, the justification for considering certain or all kinds of illegal acts as the product of a disease, and the reconcilability of a system of punishment with a deterministic view of human behavior. 3-0-3.

420. Administrative Decision Making
This will be an advanced course in police administrative decision making. Considerable emphasis will be given to management styles and the affect of management styles on the operation of the police force. The principles of management studied in the course will have relevance to other areas of management including related criminal justice agencies. 3-0-3.

430. Criminal Justice Theory and Research
A discussion and practical application in operations research as it applies to police departments, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance. 3-0-3.

497, 498. Criminal Justice Internship
Designed for students enrolled full time in the criminal justice program. This program is designed to enhance a student's academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. Junior or senior standing. Credits to be arranged.

Special Degree Programs

The Bachelor of Science Degree with a Major in Medical Technology

Gardner-Webb College has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with Charlotte Memorial Hospital whereby students may earn the Bachelor of Science degree in medical technology.

The agreements provide that the student will do three years work at the college and the final year of study, a full calendar year, at the clinical facility. The degree will be granted by Gardner-Webb College.

Degree Requirements	Semester Hours
BASIC COURSE REQUIREMENTS (Group B) ..... The natural science requirement must be met by taking Biology 101, any upper level biology course, and Chemistry 111 and 112. Mathematics 111 is required and will satisfy the mathematics requirement.	48
MAJOR ..... The program of medical technology at the Bowman Gray School of Medicine or the Charlotte Memorial Hospital takes the place of the major.	32
SUPPORTIVE STUDIES ..... Biology 203, 204, 206, Biology 307, Chemistry 201, 202, and Mathematics 112 are required.	24
COMPLEMENTARY ELECTIVES ..... To be selected from area(s) not directly related to the natural sciences, as approved by the faculty adviser.	15
FREE ELECTIVES ..... Physics 201 and 202 are recommended. Biology 301, 422, and additional chemistry are recommended for all students.	9-12
CONVOCATION	0-3
Total	128

The Bachelor of Science Degree Leading to Certification as a Physician Assistant

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine. The student who enters the program will attend Gardner-Webb College for the first three years, and may then apply for admission into the Physician Assistant Program at Bowman Gray School of Medicine. After a two year program at Bowman Gray the student will graduate with a baccalaureate degree from Gardner-Webb College and will receive a Physician Assistant Certificate of graduation from Bowman Gray. Final certification as a physician assistant will be completed upon passage of an examination which is required by the state of North Carolina and most other states. The satisfactory completion of the examination satisfies the requirements for the student to be certified by the National Commission of Certification of Physician Assistants.

Entrance into the program at Bowman Gray requires that the student complete the Gardner-Webb College requirements and have at least 1,000 hours or a minimum of six months of clinical experience that includes interactions with patients and some responsibility for their care. Optimally, the student should have two years or more of clinical experience before making application to the Bowman Gray phase of the program.

The Gardner-Webb College requirements are designed to allow the student to enter the Physician Assistant Program or continue at Gardner-Webb and graduate with a degree either in biology or chemistry depending on the interest of the student.

Degree Requirements	Semester Hours
BASIC COURSE REQUIREMENTS (Group C)	40-50
The social science requirements must be met by taking psychology and/or sociology. The mathematics requirement is Mathematics 111 and 112, or 221. Biology 101 and Chemistry 111 and 112 are required.	
MAJOR	32
The Physician Assistant Program at Bowman Gray School of Medicine takes the place of the major.	
SUPPORTIVE STUDIES	38-44
Biology 203, 204, 206, 301 and Biology 391 or 392 are required of all students in the program. In addition, one of two routes must be chosen, either chemistry or biology. The chemistry route includes Chemistry 201, 202, and 422; Physics 201, 202, and Mathematics 221. The biology route includes Chemistry 201, 202 and Physics 201, 202. Chemistry 422 and Mathematics 221 are highly recommended.	
COMPLEMENTARY ELECTIVES	15
FREE ELECTIVES	0-3
CONVOCATION	0-3
Total	128

Davis School of Nursing

The Davis School of Nursing offers two types of nursing programs. The lower division program provides a course of study leading to an Associate in Arts Degree and the upper division program, designed for registered nurses, leads to a Bachelor of Science in Nursing Degree.

Graduates of the Associate in Arts Degree Program are eligible to take the examination for licensure as a registered nurse and may also apply for entrance into the upper division Bachelor of Science in Nursing Degree Program. The upper division Baccalaureate Program prepares registered nurses to practice professional nursing in a variety of settings and provides the foundation for graduate study in nursing.

Philosophy

The Davis School of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty believes that the Christian, liberal arts philosophy of the college not only contributes to the total development of the student in nursing but also serves as a frame of reference supporting a commitment to the values that give meaning to life with emphasis on a Christian holistic view of man as a unique and valued individual, having worth and dignity. Man may also be viewed as a part of the hierarchy of subsystems consisting of individuals, families and groups within larger societal systems.

The faculty believes that nursing is a health service to individuals or groups, sick or well, the focus of which is on helping clients to enhance their quality of life through the preventive, curative and rehabilitative activities of nursing practice. The purpose of nursing is to help clients live in concert with their environment. Therefore, nursing concerns itself with those various activities involved in health promotion and maintenance and adaptation or modification to changes in man's environment.

Nursing covers a wide range of activities that begins with simple nurturing tasks based on common knowledge and then progresses to increasingly complex responsibilities requiring critical decision making. To meet this broad spectrum of activities, a corresponding range of nurse roles is required. Nursing educational programs which range from the vocational to doctoral level that differ in purposes and length must prepare nurses for these various roles.

Learning is a continuous process that occurs within the learner with the teacher acting as facilitator. The teacher provides opportunities for learning as well as directing the student toward self learning. Collaboratively, the teacher and learner plan experiences and share knowledge. The educational process is dynamic with new knowledge actively encouraged. Since learning is a continuous process, individuals may elect to change their career and personal goals at different points in their lives. Therefore, educational opportunities should exist to accommodate the changing goals and learning needs of students. Teaching / learning methodologies appropriate to the individual should be recognized in order to facilitate learning.

The Davis School of Nursing offers nursing education at the technical and professional levels. The programs are based on the premise that society has many health needs which must be met by health care providers with varying types of expertise.

The Davis School of Nursing incorporates in its philosophy the provision of nursing education which will culminate in quality health care of individuals, families, or other groups in acute, extended, and community settings. The School is further committed to assisting students in attaining personal achievement and growth.

Associate in Arts Degree Program (Lower Division)

The faculty subscribes to the general philosophy of the Davis School of Nursing which reflects beliefs relating to the concepts of the individual, nursing, learning, and the Christian nature of the college as it influences the study of nursing.

Associate Degree Nursing education brings together faculty and students who have common goals of teaching and learning which culminate in quality nursing care for clients. Students are guided in the understanding and application of scientific principles as they relate to self and other persons. The faculty further believes that the acquisition and use of knowledge are influenced by personal differences, motivation, and readiness. It is believed that a quality beginning-level practitioner can be prepared through Associate Degree Nursing education offered by an institution of higher learning.

· The Associate Degree nurse fulfills an important role within the scope of nursing practice and is a member within the profession of nursing. Functioning as a member of the health care team, he / she utilizes the nursing process to provide quality care to individuals in secondary health care settings such as acute or extended care facilities. The Associate Degree nurse is able to care for clients with common, well-defined health problems, administering care through the identified roles of care provider, client teacher, communicator, and manager of client care.

The Associate Degree nurse is accountable for his or her nursing practice and recognizes the importance of maintaining a current knowledge of nursing practice and trends and issues which affect nursing. The graduate acquires and redefines skills as

made necessary by social and technological change. The faculty agrees that the graduate of the program should be a responsible, contributing member of the health care system.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To identify facts and principles of physical, biological, and behavioral sciences which provide a foundation for nursing;
2. To demonstrate skill in gathering data, assessing needs, planning, intervening, and evaluating nursing care of clients with common, recurring health problems, and to promote and maintain a high level of wellness for individuals;
3. To utilize the concept of Maslow's Hierarchy of Needs as a structural framework for implementing the nursing process in client care;
4. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
5. To recognize present, emergent, and changing concepts of legal, moral, and social responsibilities of the nurse / person;
6. To describe the role of the Associate Degree nurse and his / her function in the ever-changing health care system.

The Associate Degree Program is offered by Gardner-Webb College in cooperation with Rutherford Hospital, Rutherfordton and Cleveland Memorial Hospital, Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts degree. Students study and work with clients in hospitals and various other health agencies. Upon satisfactory completion of the curriculum, the graduate is eligible to write the NCLEX Examination for licensure as a Registered Nurse.

Accreditation of the Associate Degree Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

Admission to the Associate Degree Program

A nursing class is admitted once a year in the fall semester. Students will be considered for admission to the Associate Degree in Nursing Program after they have been admitted to Gardner-Webb College. The Nursing Admissions Committee considers various criteria in the admissions process, seeks to recommend the most appropriate course of action for the student, and makes the final decision regarding admission to the program. The faculty seeks to assure that students be as well prepared as possible before entering into the program and is committed to helping each student attempt to reach his / her potential in nursing.

Admission Criteria

1. Graduation from an accredited high school or equivalent. High school transcript showing date of graduation or equivalent documentation must be submitted.
2. In addition to college admission requirements, satisfactory performance in high school or equivalent courses in biology, chemistry, and algebra, are recommended for entry into program. A basic chemistry course must be completed with a C or better before beginning sophomore nursing courses. Early completion of the chemistry requirement will be of greater benefit to the student's study of the sciences and nursing. For students who anticipate applying to the upper division major in nursing at Gardner-Webb College, Chemistry 103 is recommended.

3. High school class rank of upper one-third
4. SAT preferred, with a total score of 750 or above
5. Evidence of 2.0/C average on all post-secondary academic work
6. Satisfactory completion of placement tests in reading, mathematics, English, and pre-pharmacology
7. Good physical and mental health as documented on the Health Form provided by the college
8. Favorable references
9. Interview recommended
10. Licensed Practical Nurses must submit a photocopy of their current nursing license.

Individual consideration regarding admission criteria may be given if circumstances warrant such action, after official application has been made to the college and the nursing program.

Advanced Placement

1. Transcripts and advanced placement credit are evaluated by the Admissions Office. Transfer of nursing courses are evaluated on an individual basis.
2. Challenge examinations for at least eight hours of nursing credit are available for Licensed Practical Nurses and other qualified applicants. The examination is normally scheduled for spring of each year. Interested applicants should contact the Davis School of Nursing for additional information.

Other policies and practices regarding admission, progression, and graduation may be obtained from the Davis School of Nursing.

Degree Requirements—Associate in Arts Degree (A.A.) 65 semester hours

First Year	Semester Hours	Second Year	Semester Hours
Biology 203*, 204*	6	Religion.....	3
Biology 205*.....	3	English 102.....	3
English 101.....	3	Sociology 201.....	3
Psychology 201*, 206* ...	6	Physical Education.....	1
Nursing 101, 111, 112, 102, 103 or 201	16	Nursing 103 or 201; 202, 203, 204, 290.....	21
	34		31

Notes: *Pre- or co-requisite to first year nursing courses; pre-requisite to second year nursing courses.

At this time, students complete all non-nursing courses before beginning the final semester to allow for an uninterrupted sequence of clinical laboratory experiences. Summer school courses between the first and second years are usually necessary for many students to accomplish this goal.

Satisfactory completion of a basic laboratory course in high school or college chemistry is required before beginning sophomore nursing courses. It is strongly recommended that students complete chemistry before entering the program in order to facilitate their studies.

Because the length of the nursing courses does not always correspond to regular semester courses, any withdrawal from a nursing course must be completed prior to the midpoint of the course.

Bachelor of Science In Nursing Degree Program (Upper Division)

The philosophy of the Baccalaureate Program evolves from that of Gardner-Webb College and the overall philosophy of the Davis School of Nursing which embodies beliefs about man, society, health, nursing and education. It is upon these beliefs that the purposes, objectives and curriculum of the Baccalaureate Program are based.

In the Bachelor of Science in Nursing Program, man is viewed as an individual client system that cannot be separated from his environment or social context. Man cannot be isolated from his environment but must learn to coexist with his environment. The individual is also an integral part of the other components of the larger social system, families, neighborhoods, groups and communities that are interdependent and who likewise may be influenced by changes in the environment.

Health of individuals, families, groups and/or communities involves a process of interaction with an ever changing environment. Therefore, health care is directed toward maximizing the potential of the client systems within the environment where they are functioning.

The practice of professional nursing expands to the nursing care of various clients from diverse and multicultural populations throughout the life cycle in health promotion and maintenance, illness and rehabilitation. Professional nursing contributes to the enhancing of the quality of health care of its various client systems through the utilization of the nursing process in a deliberate and systematic manner. The practice of professional nursing is substantiated by nursing theories and concepts through research findings and the synthesis of knowledge from the physical and behavioral sciences and humanities. The professional nurse functions as a leader and member of the health care team. He/she collaborates with the client system in planning and directing the nursing care of client systems while at the same time collaborating with other health care professionals in planning overall health care needs. The professional nurse assumes shared accountability for the quality, cost and direction of health care in our society as well as professional and personal responsibility and accountability in the practice of nursing.

The Bachelor of Science in Nursing Program provides a broad background in the arts and sciences, in nursing knowledge based on nursing theory and research, and in clinical skills which will equip nurses to make independent judgements and critical decisions necessary in a complex health care system. To assist the professional nurse in making sound decisions and appropriate utilization of the health care system, broad knowledge relating to the legal, political and social context of nursing and the health care delivery system is essential and is an important component of the Baccalaureate curriculum.

The purposes of the Baccalaureate Program of the Davis School of Nursing are as follows:

1. To provide technical nurses with an entry point into professional nursing education;
2. To provide an upper division major in nursing;
3. To prepare a generalist who can deliver professional nursing care in a variety of settings;
4. To prepare a practitioner accountable to the profession and society;
5. To provide the foundation for graduate education in nursing.

The curriculum of the Baccalaureate Nursing Program is designed to prepare the student:

1. To assess health status and health potential, plan, implement, and evaluate nursing care of individual, family and community systems;

2. To improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly;
3. To accept individual responsibility and accountability for the choice of nursing intervention and its outcome;
4. To work with other disciplines in meeting the total health care needs of the client;
5. To evaluate research for the applicability of its findings to nursing actions;
6. To use nursing practice as a means of gathering data for refining and extending that practice;
7. To actively involve others in meeting health needs and nursing goals;
8. To collaborate with colleagues and citizens on the interdisciplinary health and welfare of people;
9. To participate in identifying and effecting needed change to improve delivery within specific health care systems;
10. To participate in identifying community and societal health needs and in designing nursing roles to meet these needs;
11. To utilize nursing and other relevant theory in making decisions on nursing practice;
12. To synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

The Baccalaureate Nursing Degree Program is offered by Gardner-Webb College at the following two locales:

Davis School of Nursing
Gardner-Webb College Campus
Boiling Springs, North Carolina

Davis School of Nursing
Statesville Campus
704 Cherry Street
Statesville, North Carolina

Admission to the Baccalaureate Degree Program

1. General admission to Gardner-Webb College. Students applying for admission to the Baccalaureate Degree Program must first apply for general admission to Gardner-Webb College. For information on general admission policies refer to the *College Catalog* sections entitled Requirements, Conditions for Acceptance, Advanced Standing, Readmission of Former Students, Advanced Placement.
2. Specific admission to the Baccalaureate Degree Program. Application for admission to the Baccalaureate Nursing Program may be obtained by writing:
   A. for Gardner-Webb Campus
      Director, BSN Program
      Davis School of Nursing
      Gardner-Webb College
      Boiling Springs, North Carolina, 28017
   B. for Statesville Campus
      Director, BSN Program
      Davis School of Nursing
      704 Cherry Street
      Statesville, North Carolina 28677

Prerequisites for Admission

1. Current registered nurse licensure in North Carolina. Photocopy of license must be submitted with nursing application.
2. One year of experience in clinical nursing in last five years.
3. Graduates of Associate Degree or Diploma Program with a temporary license may be admitted pending licensing results.
4. Overall cumulative grade point average of 2.5 or better in all previous subjects taken.
5. A cumulative grade point average of 2.5 or better in lower-division nursing courses taken or satisfactory results of select nursing exams.
6. Completion of the following lower division courses:
   English 101 and 102 (6 credit hours)
   *College Level Math (3 credit hours)
   Religion 101 or 102 (3 credit hours)
   Physical Education (1 credit hour)
   *Fine Arts (3 credit hours)
   *History (3 credit hours of Western Civilization or U.S. History)
   Sociology 201 or 203 (3 credit hours)
   Psychology 201 and 206 (6 credit hours)
   Biology 203 and 204 (6 credit hours)
   Biology 205 (3 credit hours)
   *Chemistry 103 (4 credit hours)
   Lower Division Nursing (30-37 credit hours by transfer from A.D.N. Program OR 30-37 hours credit granted by successful completion of select nursing exams.)

   *These courses are not currently required in the Associate Degree Nursing Program at Gardner-Webb College. For students who elect to continue in college and work toward the Bachelor of Science in Nursing Degree, college level mathematics and Chemistry 103 are required prior to enrolling in the upper division. It is recommended that history (3 hours) and fine arts (3 hours) be completed prior to the upper division. However, an individual may register for these two courses during their upper division level course work.
7. Requests for exemptions from GPA or other admission requirements, supported by evidence of extenuating circumstances, will be considered by the Chairman of the Davis School of Nursing, but only after an official application for Admission to Gardner-Webb College and the Davis School of Nursing has been filed.

Special Nursing Requirements

1. Students provide their own transportation to and from clinical experiences.
2. Students are required to maintain professional liability insurance.

Transfer Credits

1. Credit for non-nursing courses from accredited colleges and universities may transfer. Credit from certain technical colleges or institutions may be awarded on a provisional basis following the evaluation of specific courses that are comparable to courses offered through Gardner-Webb College. After the student has demonstrated mastery at the next academic level by completing a minimum of 12 semester hours through Gardner-Webb College in which she/he maintained a 2.0 or higher for each course, then the student will be awarded full transfer credit for said courses.

2. Nursing credits are evaluated on an individual basis. Graduates of an NLN accredited or state approved Associate Degree Program comparable to the Gardner-Webb College Associate Degree Program may receive up to 37 hours of lower division nursing credit.

Advanced Placement

1. Advanced placement credit may be earned through CLEP tests, departmental challenge exams and other selected tests.
2. Graduates of Diploma Schools of Nursing may earn a maximum of 37 hours lower division nursing credit depending upon the results of selected tests. Consult the Chairman of the Davis School of Nursing for further information.
3. Advanced credit in upper division nursing courses may be earned through departmental challenge exams.

Other policies and practices regarding admission, progression, and graduation may be obtained from the Davis School of Nursing.

Degree Requirements—Bachelor of Science in Nursing (B.S.N.)

Work in the upper division courses must be a minimum of 64 credit hours, 30 in nursing and 34 in general education. The curriculum plan for the upper division Bachelor of Science in Nursing Program is as follows:

		Hours
I.	COLLEGE CORE REQUIREMENTS	19
	HUMANITIES	3
	Rel. 341 Basic Christian Ethics	3 hrs.
	SOCIAL/BEHAVIORAL SCIENCES	3
	PSc 201 Introduction to Political Science or	3 hrs.
	PSc 202 United States Government	3 hrs.
	(NOTE: PSc 201 is recommended)	
	NATURAL SCIENCES	6
	Bio 335 Pathophysiology	
	Chm 305 Organic and Biochemistry for the Health Sciences	3 hrs.
	PHYSICAL EDUCATION	1
	FREE ELECTIVES	6
II.	COMPLEMENTARY	15
	Bio 330 Environmental Health	3 hrs.
	Soc 340 Cultural Change	3 hrs.
	Mgt 316 Principles of Management	3 hrs.
	Mgt 403 Human Behavior in Organizations	3 hrs.
	Psy 396 Introduction to Statistics	3 hrs.

		Hours
III. MAJOR		30
NURSING		
N301 Concepts in Professional Nursing	3 hrs.	
N302 Health Assessment	4 hrs.	
N303 Family / Community Nursing I	4 hrs.	
N401 Health Restoration	5 hrs.	
N402 Family / Community Nursing II	4 hrs.	
N403 Leadership / Management in Nursing	4 hrs.	
NURSING ELECTIVES	6 hrs.	
TOTAL PROGRAM HOURS		64

Note: A minimum of 64 semester hours of study must be completed in *senior* colleges or universities by students having attended junior colleges. At least the final 30 semester hours must be taken through Gardner-Webb College. Various course formats may be developed.

Listed below is an example of a course format for the full-time student:

Third Year

Fall		**Spring**	
Chm 305	3	Bio 335	3
Psy 396	3	Bio 330	3
Mgt 316	3	Soc 340	3
Nur 301	3	Nur 303	4
Nur 302	4	Rel 341	3
	16	PE	1
			17

Fourth Year

Fall		**Spring**	
Mgt 403	3	Nur 403	4
Psc	3	Nur El	6
Nur 401	5	Free El	6
Nur 402	4		16
	15		

Note: If three (3) hours of History and three (3) hours of Fine Arts have not been completed prior to the enrollment into the upper division, these two courses must be added to the above format.

Description of Courses

101. Fundamentals of Nursing

A study of basic needs of individuals in health and illness and implementation of the nursing process as a means of delivering health care. Concepts, principles, and fundamental skills are introduced with emphasis on the role and functions of the Associate Degree Nurse. Maslow's theory of the Hierarchy of Needs is presented as a framework for providing continuity and integration of content throughout the nursing curriculum. 6 credit hours.

111. Introduction to Pharmacology

Principles and skills utilized in the computation, administration, and control of medications. Major classifications of drugs are introduced as a basis for continued study of pharmacology throughout the curriculum. 1 credit hour.

112. Introduction to Nutrition
Basic food groups, dietary constituents, and principles utilized in maintaining adequate nutrition in individuals. The course serves as a foundation for continued study of nutritional therapy throughout the curriculum. 1 credit hour.

102. Medical-Surgical Nursing I
Health care relating to the person facing stress due to selected common health problems including gastrointestinal, genitourinary, and metabolic disorders. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course study. Prerequisites: N101, 111, 112. 4 credit hours.

103. Medical-Surgical Nursing II
Health care of the person experiencing medical-surgical problems resulting in alterations of life style and limited mobility. Concepts of prevention, psychological adjustment, and rehabilitation are emphasized. Prerequisites: N101, 111, 112, 102. 4 credit hours.

201. Maternal-Newborn Nursing
Health care of mother and infant during the normal maternity cycle and consideration of the high-risk mother and infant. The concepts of family planning with emphasis on health maintenance and teaching serve as guiding factors. Prerequisites: N101, 111, 112, 102. 4 credit hours.

202. Nursing of Children
Health care of children utilizing a developmental approach, emphasizing both health maintenance and care of the ill child, considering the child within his family and social unit. Prerequisites: N101, 111, 112, 102, 103, 201. 4 credit hours.

203. Psychiatric Nursing and Adaptation to Life Events
A study of the person experiencing stress or altered patterns of behavior. Major focus is upon coping mechanisms, appropriate nursing intervention, psychotherapeutic modalities, communication skills, and the formation of therapeutic relationships. The concepts of Maslow's Hierarchy of Needs and the nursing process are utilized. Prerequisites: N101, 111, 112, 102, 103, 201. 4 credit hours.

204. Medical-Surgical Nursing III
Health care of the person experiencing medical-surgical problems which accompany serious or critical illness or illnesses of a long-term nature. Implementation of the nursing process in complex nursing situations. In addition, emphasis is placed upon integration of concepts, skills, and responsibilities designed to aid in the transition from nursing student to registered nurse. Understanding of the roles of communicator, teacher, and provider and manager of patient care are enhanced through a comprehensive clinical practicum. Prerequisites: N101, 111, 112, 102, 103, 201, 202, 203. 7 credit hours.

290. Nursing Seminar
Major influences on the profession of nursing: selected events, organizations, functions, legal aspects, opportunities, and responsibilities with emphasis on the role of the Associate Degree Nurse and the concept of self-actualization. Prerequisites: N101, 111, 112, 102, 103, 201. Pre- or co-requisites: N202, 203, 204. 2 credit hours.

N301. Concepts in Professional Nursing
Introductory course for transition to professional nursing practice. Explores various concepts and theories basic to professional nursing with emphasis given to emerging roles. Introduces nursing research component in professional nursing practice. Provides the learner with the frame of reference upon which this program is based. 3-0-3.

N302. Health Assessment
Skills in conducting a health assessment and carrying out a physical examination of the individual client at various stages of the life cycle are developed and practiced. Emphasis on health promotion and maintenance and the teaching-learning process. The health assessment is based on a holistic view of man. Pre- or co-requisites: Nursing 301. 2-6-4.

N303. Family and Community Nursing I

Explores community agency structure and resources. Assessment of community resources to be used as sources of referrals in meeting total health needs of families is completed by the student. Emphasis placed on family theory, socio-interaction aspects of family life, family developmental cycle and the means by which health care providers may affect change within family systems. Applies nursing process to the family system with the family being the target for preventive, supportive, and therapeutic nursing intervention. Includes family mental health. Individual health assessments on family members are continued. Pre- or co-requisites: Nursing 301, 302. 2-6-4.

N401. Health Restoration

Emphasis on restoring the individual client at various stages of his life cycle to a stable health state following a critical upset in his internal environment. Utilizes the nursing process and applies critical thinking in setting priorities in the provision of nursing care. Emphasis on the synthesis of knowledge from the natural and related sciences in making decisions. Pre- or co-requisites: Nursing 301, 302; Chemistry 305; Biology 335. 3-6-5.

N402. Family and Community Nursing II

Applies group process, change theories and principles of teaching-learning in meeting health needs of large group systems or aggregates of individuals. Utilizes epidemiological, biostatistical, environmental, sociological and cultural approaches in the analysis of group systems and their health needs. Utilizes critical thinking and decision making in crisis situations involving groups or aggregates of individuals. Prerequisites: Nursing 301, 302, 303; Chemistry 305; Biology 330, 335; Sociology 340. 2-6-4.

N403. Leadership/Management in Nursing

Application of leadership, change and management concepts and skills to nursing. Also explores various approaches in the assessment of the quality of nursing care being rendered. Prerequisites: Nursing 301, 302, 303, 401; Management 316, 403; Sociology 340; Political Science. 3-3-4.

Nursing Electives*

N405. Independent Study

Individual learning experiences in area of student's choice.
Students write a learning contract under faculty direction.
Variable credit.

*Other electives will be added based on interest and need.

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required clinical laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester. Campus laboratory activities are included in each clinical course.

Registry

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Boiling Springs, N.C.

Faculty


PALESTINE
DURING THE
MINISTRY OF JESUS
SCALE OF MILES
TETRARCHY OF PHILIP
TETRARCHY OF HEROD ANTIPAS
UNDER PONTIUS PILATE
DECAPOLIS
AREAS UNDER SPECIAL CONTROL
CITIES AND TOWNS
ROADS
PHOENICIA
GALILEE
SAMARIA
JUDAEA
IDUMAEA
PLAIN OF SHARON

Faculty*

CRAVEN EDWARD WILLIAMS (1976)**, D. Min.
President of the College
B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D.Min., Union Theological Seminary.

JOHN R. DRAYER (1973), Ph.D.
Vice President for Academic Affairs; Associate Professor, Religion
B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, University of North Carolina – Chapel Hill.

GARLAND H. ALLEN (1961), Ph.D.
Professor, Religion, History
B.A., Ouachita Baptist College; B.D., Th.M. Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

ELIZABETH T. ANDERSON, Medical Technology
Education Coordinator, Charlotte Memorial Hospital and Medical Technology
B.A., University of North Carolina at Greensboro; Med. Tech., Bowman-Gray School of Medical Technology.

CHARLES S. ANDREWS (1960), Ph.D.
Chairman, Department of Foreign Languages and Literature; Professor, French, Spanish
A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D, Florida State University.

MIRIAM ASH-JONES (1979), M.S.
Media Librarian
B.S., University of Florida; M.S., North Carolina State University; Additional Study, University of North Carolina – Greensboro.

MARTHA L. BASKIN (1980), M.S.N.
Assistant Professor, Nursing
B.S.N., Winston-Salem State University, M.S.N., Medical College of Georgia.

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B.M., Salem College, M.M., University of Illinois – Champaign – Urbana; D.M.A., University of Missouri – Kansas City.

SALLIE L. BLACK (1982), M.A.
Instructor, Physical Education
Head Coach, Woman's Basketball, Softball.
B.S., M.A., Western Carolina University.

GILMER WARREN BLACKBURN (1968), Ph.D.
Director, Graduate Studies; Professor, History
A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D, University of North Carolina – Chapel Hill.

**As defined by the Faculty Constitution.*
***The date after a name indicates the first year at Gardner-Webb College.*

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D.
Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A.
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ERNICE DYSON BOOKOUT (1980), Ph.D.
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JOYCE COMPTON BROWN (1966), Ph.D.
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LESLIE MORRIS BROWN (1966), Ph.D.
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BARBARA N. BURKETT (1979), Ph.D.
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KENNEDY CABELL (1981), M.I.M.
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B.A., University of Alabama; M.I.M., American Graduate School of International Management; Additional Study, Universidad Autonoma de Guadalajara Mexico, Cornell College-Iowa, Universidad Ibero Americana – Mexico.

SUE CHAMPION CAMP*** (1976), M.A.T., CPS
Assistant Professor, Business
B.S., Gardner-Webb College, M.A.T., Winthrop College; Additional Study, University of South Carolina – Columbia; Ed.D. Candidate, University of Tennessee.

JANIE M. CARLTON (1982), Ed.D.
Chairman, Davis School of Nursing; Director, Baccalaureate Degree Nursing Program; Associate Professor, Nursing
B.S.N., Lenoir-Rhyne College; M.S.N., Emory University; Ed.D, North Carolina State University.

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A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina – Chapel Hill; Ed.D. Nova University; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina – Chapel Hill, Western Carolina University, City University of New York.

****On leave of absence. Fall semester.*

WALLACE REID CARPENTER (1964), M.A., Ed.S.
Associate Professor, Data Processing
B.S., M.A., Appalachian State University; Ed.S, Western Carolina University; Additional Study, University of North Carolina – Chapel Hill, Western Carolina University.

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A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D., Drew University.

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Associate Professor, Mathematics, CDE
B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

TIMOTHY Y. CHERRY (1981), M.A.A.E.
Assistant Professor, Art
B.S., M.A.A.E., Appalachian State University, Ph.D., Candidate, North Texas State University.

PERVY AUGUSTUS CLINE, JR. (1966), M.Div., M.A.
Associate Professor, Ancient Languages and Literature
B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., University of North Carolina – Chapel Hill; Additional Study, University of North Carolina – Chapel Hill.

BARBARA JENSEN CRIBB (1969), M.Ed., Ed.S.
Associate Professor, Education, Art
B.S., Mississippi College; M.Ed., North Texas State University; Ed.S., Western Carolina University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, University of South Carolina – Spartanburg.

GEORGE ROBERT CRIBB (1969), Ed.D.
Chairman, Department of Fine Arts; Professor, Music
B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England), Hartt College of Music – University of Hartford, Westminster Choir College.

ALICE RAE CULLINAN (1974), Ed.D.
Associate Professor, Religious Education, Religion
B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

BEVERLY ROBBINS DAVIS (1973-77, 1978-80, 1982), B.S.N.
Instructor, Nursing
A.A., Gardner-Webb College; B.S.N., Lenoir-Rhyne College; Additional Study, Clemson University

ROBERT LEE DECKER (1970), M.R.E., M.A.
Assistant Professor, Music
B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D. Candidate, University of North Carolina at Greensboro.

DAVID A. DEGRAAF (1980), Ph.D.
Assistant Professor, Science Education
B.A., Calvin College; M.A., Western Michigan University; Ph.D., Western Michigan University.

BEN E. DIAMOND (1976), M.A.
Guest Lecturer, Department of Natural Sciences
M.A., University of South Dakota; Additional Study, Kansas State University

ANTHONY FINLEY EASTMAN (1966), Ph.D.
Professor, History
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

MARGARET MCGIMSEY FARFOUR (1973-75; 1978), B.S.N.
Instructor, Nursing
B.S.N., Duke University

TERRY L. FERN (1980), M.M.
Associate Professor, Music
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A. Candidate, North Texas State University

ROGER GARY GADDIS (1974), Ph.D.
Chairman, Department of Psychology; Associate Professor, Psychology
B.A., University of North Carolina – Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional Study, Appalachian State University.

FRANKLIN KEITH GRIGGS (1965), M.A., Ed.S.
Assistant Dean for Special Studies
Assistant Professor, Business, Data Processing
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina – Charlotte; Ed.S, Western Carolina University.

NELL SELF GRIGGS (1965), M.A.
Assistant Professor, Health Education, Physical Education
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University, University of North Carolina – Charlotte.

BARRY EDMOND HAMBRIGHT (1969), Ph.D.
Professor, History, Political Science
A.A., Garner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina.

JOHNNIE HAMRICK (1982), M.A.
Instructor, Developmental Reading
B.S., M.A., Gardner-Webb College.

PATRICIA BLANTON HARRELSON*** (1975), M.Mus.
Assistant Professor, Music
B. Mus., North Carolina School of the Arts; M.Mus., Converse College; Additional study, University of Florida, University of North Carolina – Greensboro.

CHARLES A. HELMS (1981), M.A.
Assistant Professor, Business
B.S., Appalachian State University; M.A., Appalachian State University; Additional Study, University of Missouri, University of South Carolina, Virginia Commonwealth University, Old Dominion University, Georgia State University.

****On leave of absence.*

JOSEPH L. HUGHEY, IV (1979), Ph.D.
Associate Professor, Chemistry
B.S., Georgia Institute of Technology; Ph.D., University of North Carolina – Chapel Hill; Additional Study, Ohio State University, Rutgers University.

DELORES M. HUNT (1978-80; 1982), D.A.
Associate Professor, Health Education, Physical Education
B.S., Auburn University, M.Ed., D.A., Middle Tennessee State University.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S.
Chairman, Department of Social Sciences; Professor, Social Science
A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University, University of North Carolina – Greensboro.

PAUL WISEMAN JOLLEY (1962), Ed.D.
Chairman, Department of Mathematical Sciences; Professor, Mathematics
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina – Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T.
Associate Professor, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina – Chapel Hill; Additional Study, University of Colorado, University of North Carolina — Chapel Hill, University of Tennessee.

THOMAS H. JONES (1982), M.S.
Instructor, Biology
B.S., Methodist College, Fayetteville; M.S., North Carolina State University; Ph.D. Candidate, North Carolina State University.

DONALD J. KEMERAIT (1981), M.S.
Assistant Professor, Management Information Systems
A.A., Daytona Beach Junior College; B.S., University of Florida; M.S., University of South Florida.

ROBERT L. LAMB (1962-77; 1979), Ed.D.
Professor, Religious Education, Religion
B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College; Baylor University, University of Houston, North Carolina State University, Appalachian State University.

MICHAEL H. LEAKAN, M.D.
Associate Pathologist (Charlotte Memorial Hospital in Medical Technology)
B.A., Loyola College; M.D., University of Maryland.

BETTY HOYLE LOGAN (1957), M.A.
Associate Professor, Business
B.S.S.A., University of North Carolina – Greensboro; M.A., Appalachian State University.

MARCIA M. McDONALD (1977), M.S.N.
Assistant Professor, Nursing
B.S.N., University of Michigan; M.S.N., University of North Carolina – Chapel Hill, Additional Study, University of Texas – Austin.

ROBERT EARLE MORGAN (1967), Ph.D.
Professor, French
A.B., Lenoir-Rhyne College; M. Ed., Ph.D., University of North Carolina – Chapel Hill; Additional Study, University of North Carolina – Chapel Hill.

ROBERT EARNSHAW MORRIS (1976) Ph.D.
Associate Professor, Mathematics, Physics
B.S., Stetson University; M.S., Ph.D., University of North Carolina – Chapel Hill.

MARION VANN MURRELL (1967), Ph.D.
Chairman, Department of Religious Studies and Philosophy; Professor, Religion
B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburg (Scotland); Additional Study, Duke University, University of Heidelberg (West Germany).

L. WRAY NOLTING (1981), Ed.D.
Assistant Professor, Education
B.A., M.S.Ed., University of Kansas, Ed.D., University of Florida.

ARTHUR GEORGE NUHRAH (1969), Ph.D.
Professor, History
B.A., M.A., Ph.D., The Tulane University of Louisiana; Postdoctoral Study, University of Texas, Duke University.

JULIAN E. O'NEAL (1980), M.B.A.
Assistant Professor, Economics
B.S., M.B.A. Western Carolina University; Additional Study, University of Tennessee.

THIRLEN OSBORNE (1957), M.A.
Professor, English
A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D., Candidate University of North Carolina – Chapel Hill.

RANDELL OWENS (1983), M.A.
Instructor, Physical Education; Assistant Football Coach
B.S., Liberty Baptist College; M.A., Livingston University; Ed.S. Candidate, Livingston University.

CLARENCE SHERMAN PARRISH (1970), Ph.D.
Professor, Chemistry
A.B., Berry College; Ph.D., University of Mississippi.

PHIL DANIEL PERRIN (1969), D.M.A.
Professor, Music
B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College.

LAUNITA EYE PROCTOR (1969), Ph.D.
Professor, Health Education, Physical Education
A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S, Appalachian State University; Ph.D., Vanderbilt University; Additional Study, University of Virginia.

STEPHEN B. PRUETT (1982), Ph.D.
Assistant Professor, Biology
B.S., Northwestern State University of Louisiana; Ph.D., Louisiana State University Medical Center.

J. ALLEN QUEEN (1978), Ed.D.
Chairman, Department of Education; Associate Professor, Education
B.S., M.A., Western Carolina University; Ed.D., University of Virginia.

PATSY S. QUEEN (1978), M.S.N.
Assistant Professor, Nursing
B.S.Ed., B.S.N., Western Carolina University; M.S.N., University of Texas, Austin.

DENNIS P. QUINN (1981), M.A.
Instructor, Developmental English
B.A., M.A., Bowling Green State University, Ph.D. Candidate, Bowling Green State University.

CAROL B. RELLICK (1982), M.Ed.
Director, Degree Program for the Deaf
B.A., M.Ed., University of Pittsburgh.

LARRY L. SALE (1971), Ed.D.
Assistant Academic Vice President for Special Studies; Professor, Education
B.S., M.A., Appalachian State University; Ed.D., Indiana University.

JOY YOUNG SANDIFER (1967), M.L.S.
Reference Librarian
B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Appalachian State University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D.
Professor, Education
B.Ed., M.Ed., University of Miami, Ed.D., University of Georgia.

MANUEL ALLEN SETZER (1965), M.A.T.
Associate Professor, Spanish
A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina – Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

JAU-SHYONG SHIUE (1982), Ph.D.
Associate Professor of Math and Computer Science
B.S., National Taiwan Normal University, Taiwan; M.S., Ph.D., Southern Illinois University.

STANLEY R. SMEDLEY (1981), Ph.D.
Assistant Professor, Sociology
A.A., Wesley Junior College; B.S., Wittenberg University; M.S., North Carolina State University; Ph.D., Pennsylvania State University.

JOHN P. SNYDER (1978), M.A.S., CPA
Chairman, Broyhill School of Management; Assistant Professor, Business
B.S., M.A.S., Johns Hopkins University; Ph.D. Candidate, University of South Carolina – Columbia.

THEODORE A. STANLEY (1980), M.M.
Instructor, Music
B.A., Duke University; B.M., M.M., Florida State University.

WILLIAM B. STOWE (1965-68; 1969), Ph.D.
Professor, English
B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D., University of South Carolina.

CHARLES OLAND SUMMERS (1976), M.A., Ed.S.
Assistant Professor, Music
A.B., M.A., Indiana State University, Terre Haute; Ed.S., Ball State University; D.A. Candidate, Ball State University.

JAMES KANIPE TAYLOR (1964), Ph.D.
Professor, English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania.

EVAN W. THOMPSON (1982), M.A., Ed.S.
Assistant Professor, Management
B.A., Warren Wilson College; M.A., Ed.S., Appalachian State University.

SHIRLEY PUTMAN TONEY*** (1965), M. Ed.
Director, Associate Degree Nursing Program; Assistant Professor, Nursing
R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary, University of Texas – Austin.

JEFF TUBBS (1982), D.A.
Assistant Professor Health Education, Physical Education
Coordinator of Intramurals
B.A., Bryan College; M.S., D.A., Middle Tennessee State University.

SUSAN B. VAN DYKE (1980), M.L.S.
Periodicals Librarian
B.S., University of North Carolina – Charlotte; M.L.S., University of North Carolina – Chapel Hill.

JOHN D. WHITEHEART (1982), M.B.A.
Assistant Professor, Business
A.B., M.A., University of North Carolina – Chapel Hill; MBA Western Carolina University.

RICHARD F. WILSON (1982), Ph.D.
Assistant Professor, Religion
B.A., Mississippi College; M.Div., Ph.D., Southern Baptist Theological Seminary.

Adjunct Instructors

ELIZABETH BENNETT (1976), M.C.M.
Adjunct Instructor, Piano, Organ
B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.

NAN FRANCIS GREGG (1975), B.M.
Adjunct Instructor, Voice
B.M., Westminster Choir College; M.A., Equivalent, Long Island University, Hofstra University.

STEVE HARRILL (1980), B.A.
Adjunct Instructor, Voice
B.A., Pfeiffer College
M.M., Converse College

*** *On leave of absence.*

RICHARD L. JAMES, (1982)
Adjunct Instructor, Clarinet
U.S. Air Force – Retired
Sacramento City College; University of Colorado; University of Cincinnati.

ROBERT CHRISLEY McKINNEY, (1982)
Adjunct Instructor, Theatre Arts
B.A., High Point College; M.A., University of North Carolina – Chapel Hill.

ELIZABETH MINUS (1973), M.A.
Adjunct Instructor, Voice
B.A., Columbia College; M.A., University of North Carolina – Chapel Hill; Additional Study, Westminster Choir College.

KATHRYN MUSSELWHITE (1973), M.A.
Adjunct Instructor, Piano
B.M. Flora McDonald College; M.A., Appalachian State University

ANNA WELLS (1980), M.M.
Adjunct Instructor, Piano
B.M., North Carolina School of the Arts; M.M., University of North Carolina – Greensboro.

Administrative Staff, 1982-83

Office of the President

Craven E. Williams, D. Min. (Union Theological Seminary), President of the College
Lynn Harand, B.A. (University of North Carolina–Chapel Hill), Assistant to the President
Mary Ruth Dixon, B.S. (Gardner-Webb College), Secretary

Office of the College Minister

Monroe Maston Ashley, B.A. (Furman University), M. Div. (Southeastern Baptist Theological Seminary), College Minister
Glenda Vinesett, Secretary

Office of Vice-President for Academic Affairs

John R. Drayer, Ph.D. (Southern Baptist Theological Seminary), Vice President for Academic Affairs
Mildred B. Poston, A.A. (Gardner-Webb College), Adminstrative Assistant to the Vice-President for Academic Affairs
Gerald L. White, B.S. (Delta State University), M. Ed., Ed.D. (Mississippi State University), Director of Tutorial Program
Jacqueline Curtis, Secretary, Nursing Department
Kathryn E. Holbrook, Secretary, Education Department
Elaine Ashley, Secretary, Health and Physical Education Department

Office of Admissions

Richard H. Holbrook, M.Ed. (Boston University), Dean of Admissions and Enrollment Planning
Dorothy W. Edwards, A.B. (Meredith College), Assistant to the Dean of Admissions and Enrollment Planning
Randy K. Kilby, B.A. (Gardner-Webb College), Associate Director of Admissions
Laura Ellen Price, B.S. (Gardner-Webb College), Admissions Counselor
Mildred Leigh Rigney, M.S. (Radford University), Assistant Director of Admissions
Shirley Cook Lail, B.S. (Gardner-Webb College), Lead Development Assistant
Donna H. Graham (King's Business College), Secretary/Receptionist

Office of Special Studies

Larry L. Sale, Ed. D. (Indiana University), Assistant Academic Vice President for Special Studies
Franklin Keith Griggs, Ed. S. (Western Carolina University), Assistant Dean for Special Studies
Joyce B. Summers, B.S. (Indiana State University, Terre Haute), Secretary

Office of Graduate Studies

Gilmer W. Blackburn, Ph.D. (University of North Carolina–Chapel Hill), Director of Graduate Studies

The Broyhill Academy

Dan Moore, Jr., Ed.S. (University of North Carolina–Chapel Hill), Director of the Broyhill Academy for the Study of Independent Concepts
Pamela Crawley Scruggs, Secretary

The B. E. Morris Academy

Garland A. Hendricks, Th.B. (Southern Baptist Theological Seminary), Director of the B. E. Morris Academy for Christian Studies

Office of Records and Research

Dan W. Proctor, Ph.D. (Southwestern Baptist Theological Seminary), Director of Records and Research

Office of the Registrar

Robert W. Abrams, A.A. (Gardner-Webb College), A.B. (Wake Forest University), M.Div. (Southern Baptist Theological Seminary), Registrar
Barbara B. Merritt, Secretary

Office of Financial Aid

Marie B. Martin, B.S. (Gardner-Webb College), Director of Financial Aid
Joetta Eastman, Secretary
Glenda L. Ingersoll, Secretary

Library

Joy Y. Sandifer, M.L.S. (University of Mississippi), Reference Librarian
Miriam Ash-Jones, M.S. (North Carolina State University), Media Librarian
Susan Van Dyke, M.L.S. (University of North Carolina – Chapel Hill), Periodicals and Serials Librarian
Carolyn B. Hunt, Technical Processing Assistant
Mary B. Jones, Technical Processing Assistant
Vicki S. Walker, Circulation Supervisor
Lynn Carpenter-Keeter, B.A. (Gardner-Webb College), Government Documents Supervisor
Jean S. Holland, Acquisitions Assistant
Stella Shiue, Reference Assistant

Office of Vice-President for Business and Finance

Barry D. Hartis, B.S. (University of North Carolina – Charlotte), CPA, Vice-President for Business and Finance
Wayne A. Brunnick, B.S. (Oregon State University), Business Manager
Novella M. Blanton, Assistant to Vice President for Business & Finance — Administrative
Joann W. Lutz, Assistant to Vice President for Business & Finance — Accounting
Shirley B. Pyron, Secretary / Cashier
Lynn B. Thomas, B.S. (Gardner-Webb College), Secretary / Cashier
Jane V. Raduly, Bookkeeper, Financial Aid Department of Business Office
Sherry Waddell, Accounts Payable Bookkeeper
Gail W. Helton, A.A.S. (Cleveland Technical College), Staff Accountant
Shirley H. Washburn, Switchboard Operator
Karen Martin, Machines Room Operator

Bookstore

Dennis Aldridge, B.S. (Gardner-Webb College), Bookstore Manager
Beth J. Houser, Assistant to the Bookstore Manager

Physical Plant Operations

James Martin, Superintendent of Buildings and Grounds
Stephen P. Eckard, B.S. (University of North Carolina – Chapel Hill), Director of Support Services and Student Work Coordinator
D. Charles Gamble, Jr., B.S. (North Carolina State Univeristy), Director of Grounds
Langdon Hamrick, Assistant in Physical Plant Operations
Julius Hoyle, Assistant in Physical Plant Operations
James Ledbetter, Assistant in Physical Plant Operations
Clifford Ledford, Assistant in Physical Plant Operations
Nellie Hawkins, Secretary

Security and Traffic

Gordon Washburn, Director of Security and Traffic
David L. Helton, Security Officer
Larry J. Thomas, B.A. (Gardner-Webb College), Security Officer
Wayne Greene, Security Officer

Office of the Director of Development

Judith Campbell Friedel, B.A. (Birmingham-Southern College), M.A. (Gardner-Webb College), Director of Development
William H. Crouch, Jr., A.A. (Wingate College), B.A., (Wake Forest University), D.Min., (Southeastern Seminary), Development Associate
Dianne Ledbetter, A.A. (Chowan College), B.A. (Guilford College), M.Div. (Southeastern Baptist Theological Seminary), Development Associate
Max Padgett, A.A. (Gardner-Webb College), B.A. (Wofford College), M.A. (Appalachian State University), Development Associate
Janelle H. Hicks, Development Assistant
Pam Davis, B.S. (Gardner-Webb College), Development Assistant
Evans Whitaker, B.S. (Gardner-Webb College), Development Assistant
Glenda Crotts, Administrative Assistant to the Director of Development
Libby C. Alexander, M.M. (Northwestern University), Placement Coordinator

Office of Information Services

Dave Robertson, M.A. (Florida State University), Director of Information Services
Karen U. Gamble, A.A. (Central Piedmont Community College), Information Services Writer
Dwight Reid, A.A. (Central Piedmont Community College), Information Services Graphic Designer
Barbara C. Davis, A.A.S. (Cleveland County Technical College), Secretary

Radio Station

M. Allen Setzer, M.A.T. (University of North Carolina – Chapel Hill), Manager, Radio Station WGWG-FM

Office of the Vice President for Student Services

Melvin R. Lutz, Jr., A.A. (Gardner-Webb College) B.A. (Mars Hill College), M.A. (Florida State University), Additional Study (Florida State University), Vice President for Student Services

Ruth C. Kiser, A.A. (Wingate College), B.S. (Carson-Newman College), M.R.E. (New Orleans Baptist Theological Seminary), M.A. (Appalachian State University), Director of Women's Services

Gerald L. White, Ed.D. (Mississippi State University), Director of Men's Services

Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), Secretary

Vickie S. Webb, A.A.S. (Cleveland County Technical College), Secretary

Dormitories

Ila M. Cole, Resident Director, Nanney

Isabel B. Harkins, Resident Director, H.A.P.Y.

Lynn Thomas, B.S. (Gardner-Webb College), Resident Director, Campus House

Lynn Sherrill, B.A. (University of West Florida), Resident Director, Stroup

Office of the Athletic Director

Dan W. Moore, Jr., Ed.S. (University of North Carolina – Chapel Hill), Athletic Director

Randall L. Alexander, B.S. (Gardner-Webb College), Assistant to Director of Athletics, Sports Information Director, Executive Director, Bulldog Club; Tennis Coach

Pamela Crawley Scruggs, Secretary

L. Ellis Johnson, B.A. (The Citadel), Head Football Coach

H. Woodrow Fish, Jr., B.S., M.A. (Gardner-Webb College), Assistant Football Coach

Randell Owens, B.S. (Liberty Baptist College), M.A. (Livingston University), Ed.S. Candidate (Livingston University), Assistant Football Coach

Jackie L. Queen, B.A. (Furman University), M.Ed. (Winthrop College), Assistant Football Coach

Jim R. Wiles, A.B. (Lenoir Rhyne College), M.A. (Western Carolina University), Head Basketball Coach

J. William Ellis, B.S. (Gardner-Webb College), Assistant Basketball Coach; Assistant Director, Bulldog Club

Sallie L. Black, B.S. & M.A. (Western Carolina University), Head Coach Women's Basketball, Softball

Garland H. Allen, Ph.D. (Southern Baptist Theological Seminary), Golf Coach

Patricia S. Wilkison, B.S. (Douglass College of Rutgers University), Women's Tennis Coach

Robert E. Morris, Ph.D. (University of North Carolina – Chapel Hill), Track and Cross Country Coach

Richard Gillespie, Baseball Coach

Fain Hamrick, A.A. (Gardner-Webb College), B.S. (Appalachian State University), Women's Volleyball Coach

Alumni Association

Membership. All former students in attendance at least one semester, graduates and non-graduates, are considered members of the Alumni Association.

Meetings. A general business meeting and banquet are held in the spring. Officers and directors meet quarterly.

Purpose. The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to keep in constant communication with the members of the Association, to promote the welfare of the entire College for the mutual benefit of both the College and the alumni, and to organize chapters.

Program. In addition to the spring meeting, the Alumni Association promotes and supports Homecoming in the fall and Alumni Day in the spring. Main emphases are communication and fellowship between the alumni and the College community and support of the College and its programs by the alumni, especially through the Annual College Fund. Chapters schedule their own meetings.

Alumnus of the Year. Selection is made by the Awards Committee of the Alumni Association Board of Directors and approved by the Board of Trustees of the College. The award is presented by the President of the Alumni Association at the spring banquet.

Distinguished Service Awards. Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for: service to denomination and church, service to community, and service to Gardner-Webb College.

Placement Office

It is recommended that graduating seniors register with the Placement Office. Placement files containing a resumé and recommendations are maintained for alumni as well as current seniors who have submitted their credentials.

Contacts with potential employers are arranged through on-campus interviews and and through job listings by various companies.

The Placement Office director is a member of the North Carolina Placement Association, the Southern College Placement Association, and the College Placement Council.

Academic Calendar 1983-84**

First Semester

August 18-19	Thursday and Friday — Faculty Workshop
August 20	Saturday — Arrival of New and Transfer Students.
August 21	Sunday — Worship Service and Parents' Orientation.
August 22-29	Monday through Monday — Orientation of New and Transfer Students.
August 25	Thursday — Registration of all Freshmen and all Transfer Students.
August 26	Friday — Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 29	Monday — Registration for Returning Students.
August 30	Tuesday, 8:00 a.m. — Full Class Schedule.
September 1	Thursday, 9:30 a.m. — Fall Convocation.
October 3-7	Monday through Friday — Religious Emphasis Week.
October 13-14	Thursday and Friday — Mid-term Reports.
October 14	Friday, after classes — Fall Holidays begin.
October 19	Wednesday, 8:00 a.m. — Classes resume.
October 22	Homecoming Day.
November 23	Wednesday, after classes — Thanksgiving Holidays begin.
November 28	Monday, 8:00 a.m. — Classes resume.
December 9	Friday — Last day of classes.
December 12-16	Monday through Friday — First Semester Examinations.

Second Semester

January 9	Monday — Boarding Students return.
January 10-11	Tuesday and Wednesday — Registration.
January 12	Thursday, 8:00 a.m. — Classes resume.
Jan. 30-Feb. 3	Monday through Friday — Religious Emphasis Week.
March 1-2	Thursday and Friday — Mid-term Reports.
March 2	Friday, after classes — Spring Holidays begin.
March 12	Monday, 8:00 a.m. — Classes resume.
March 13-14	Tuesday and Wednesday — Pastors' Conference.
April 14	Saturday, 6:15 p.m. — Alumni Banquet.
April 19	Thursday, after classes — Easter Holidays begin.
April 25	Wednesday, 8:00 a.m. — Classes resume.
April 27-28	Friday and Saturday — Spring Jubilee.
May 4	Friday — Examination Study Period.
May 7-11	Monday through Friday — Second Semester Examinations.
May 12	Saturday, 10:00 a.m. — Graduation.

1984 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*

May 28	Monday — Registration.
May 29	Tuesday — Classes begin.
June 29	Friday — Term ends.

1984 Summer Session (Second Term)

Regular Undergraduate Program, including GOAL students*

July 2	Monday — Registration.
July 3	Tuesday — Classes begin.
July 4	Wednesday — Holiday.
August 4	Saturday — Graduation.

1984 Graduate Program (one 6-weeks session)

May 28	Monday — Registration.
June 11	Monday — Classes begin.
July 20	Friday — Term ends.

*Check with Assistant Academic Vice President for Special Studies for more detailed information.

**The College reserves the right to change any dates due to emergencies.

Academic Calendar 1984-85

First Semester

August 16-17	Thursday and Friday — Faculty Workshop.
August 18	Saturday — Arrival of New and Transfer Students.
August 19	Sunday — Worship Service and Parents' Orientation.
August 20-27	Monday through Monday — Orientation of New and Transfer Students.
August 23	Thursday — Registration of all Freshmen and all Transfer Students.
August 24	Friday — Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 27	Monday — Registration for Returning Students.
August 28	Tuesday, 8:00 a.m. — Full Class Schedule.
August 30	Thursday, 9:30 a.m. — Fall Convocation.
October 1-5	Monday through Friday — Religious Emphasis Week.
October 11-12	Thursday and Friday — Mid-term Reports.
October 12	Friday, after classes — Fall Holidays begin.
October 17	Wednesday, 8:00 a.m. — Classes resume.
October 27	Homecoming Day.
November 21	Wednesday, after classes — Thanksgiving Holidays begin.
November 26	Monday, 8:00 a.m. — Classes resume.
December 7	Friday — Last day of classes.
December 10-14	Monday through Friday — First Semester Examinations.

Second Semester

January 7	Monday — Boarding Students return.
January 8-9	Tuesday and Wednesday — Registration.
January 10	Thursday, 8:00 a.m. — Classes resume.
February 4-8	Monday through Friday — Religious Emphasis Week.
February 28-March 1	Thursday and Friday — Mid-term Reports.
March 1	Friday, after classes — Spring Holidays begin.
March 11	Monday, 8:00 a.m. — Classes resume.
April 4	Thursday, after classes — Easter Holidays begin.
April 10	Wednesday, 8:00 a.m. — Classes resume.
April 13	Saturday, 6:15 p.m. — Alumni Banquet.
April 19-20	Friday and Saturday — Spring Jubilee.
May 3	Friday — Examination Study Period.
May 6-10	Monday through Friday — Second Semester Examinations.
May 11	Saturday, 10:00 a.m. — Graduation.

1985 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*

May 27	Monday — Registration.
May 28	Tuesday — Classes begin.
June 28	Friday — Term ends.

1985 Summer Session (Second Term)

Regular Undergraduate Program, including GOAL students*

July 1	Monday Registration.
July 2	Tuesday — Classes begin.
July 4	Thursday — Holiday.
August 3	Saturday — Graduation.

Graduate Program (one 6-weeks session)

May 27	Monday — Registration.
June 10	Monday — Classes begin.
July 19	Friday — Term ends.

*Check with Assistant Academic Vice President for Special Studies for more detailed information.

**The College reserves the right to change any dates due to emergencies.

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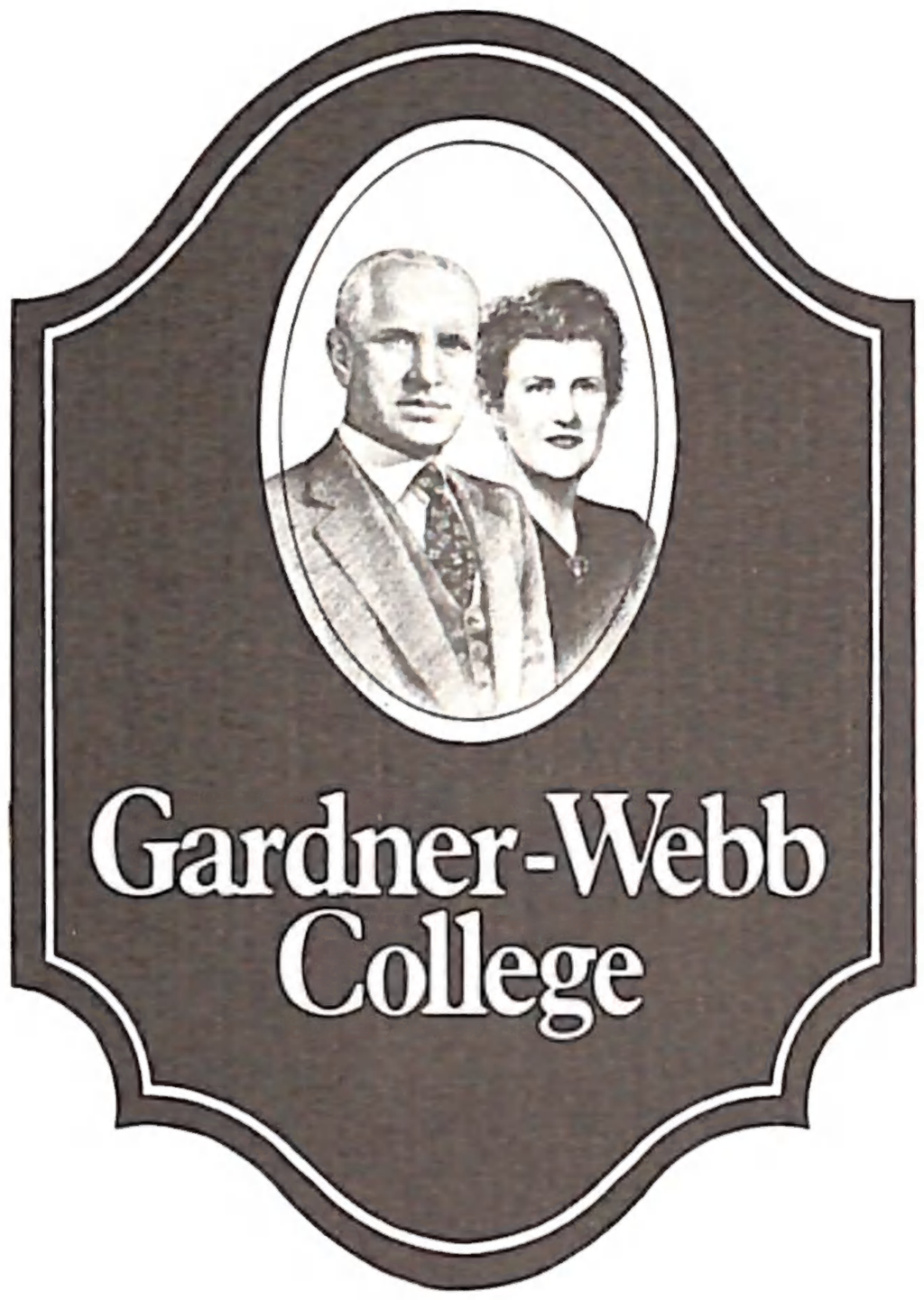
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Gardner-Webb College reserves the right to make necessary changes without further notice.

Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants, students, or employees on the basis of race, color, national origin, religion, sex, age, or handicap.

Gardner-Webb College, Boiling Springs, North Carolina 28017
Telephone 704-434-2361



The drawing of Governor O. Max Gardner and his wife Fay Webb Gardner was done by Atlanta artist Keats Petree. Working from family photographs, the artist has successfully portrayed the image of the couple for whom Gardner-Webb College is named. Governor and Mrs. Gardner were moving forces behind the growth of the College during the 30's and 40's — a time of transition from a local high school to a junior college. During the years since that time, the College has continued its growth to its present status as a college offering both undergraduate and graduate programs. The artwork was funded by the Z. Smith Reynolds Foundation of Winston-Salem, North Carolina.